

McGill reporter

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On polling Quebec's investment climate

Pollsters, like the alchemists of old, express great confidence in their craft. They also like to emphasize the scientific basis of their methods. They have, after all, commanded the computer to the ancient art of prophecy.

It was interesting, therefore, to see pollster Peter Regenstreif take a crack at examining the investment climate in Quebec today in a front page lead article which appeared in *The Montreal Star* on January 18, and was headlined "Investors wary of Quebec." (You may remember Regenstreif as the fellow who pops up with all those predictions each time there is a provincial or federal election.)

The burden of the article is that Canadian investors are hot-footing it out of the province from fear of separatism, while those gambler Americans are gobbling up companies in the wake of their departure. It's a fascinating subject for an in-depth treatment and one that many Quebecers are wondering about a good deal these days. Too bad that Regenstreif and *The Star* felt they had to give us something else.

Regenstreif's technique was to pose a number of assumptions and support them by comments from an assortment of nebulous and shadily defined businessmen and trust company executives. Unfortunately, little attempt seems to have been made to interview actual investors, large or small. Most importantly, moreover, very sketchy evidence is offered to show that Quebec is, in fact, experiencing a significant outflow of capital. Rather, the article drags out a rehash of old wives' tales, barbershop chat, and statements well worn by the Canadian Manufacturers Association, Chambers of Commerce, and old guard politicians to warn us about the economic perils of separatism. The author started out by admitting that most of the decisions for deferring or transferring investment "can be explained by purely economic considerations," but proceeds from there to develop a picture of "play-it-safe" Canadians pulling their money out of Quebec, increasing Americanization of the province, Jews frightened of the latent anti-Semitism of "many separatists", and gleeful Torontonians revelling in the province's current economic distress.

The article doesn't mention the government's contention that investment in Quebec is holding its own with Ontario. It ignored the well-documented study which came out this year refuting the widespread belief that Canadians invested less and were more conservative than their U.S. counterparts, and which proved that the exact opposite was the case. It states that Quebec suffers the highest unemployment level in the country at "well over 6 per cent", yet the Atlantic region has steadfastly kept over the 8 per cent level for years. It cites the delays in construction of the new C.B.C. building and court house as examples of Ottawa foot-dragging with Quebec, while the former was delayed for far different reasons, including a public works cutback policy applied to the whole country, and the latter is completely a provincial project.

Mr. Regenstreif's exercise in speculation admittedly makes interesting reading and it might warrant a position on the opposite ed. page. Certainly the judgement of *The Star* in giving it the full, front page treatment is open to question. On the basis of its scientific integrity we wouldn't even give the author an "E" for effort.

Professor MacLennan on the bureaucratic bind

In an article entitled "The mysterious generations", which appeared in the January 18 issue of *The Montreal Star* entertainments section, Professor Hugh MacLennan assesses the university situation in a way not likely to sit very well with students, faculty, and administrators.

"The blunt truth is that in today's overgrown universities the presidents and deans are bureaucrats whose chief characteristics are impersonality and permissiveness. The size of the institution is responsible for the former, the habits of an Affluent Society for the latter. Committee breeds committee breeds committee. Compromise and negotiation, negotiation and compromise, and in the process the academic imperceptibly forgets that its real function is not management, but the fostering and guarding of truth. All manner of students who are not activists see in the modern university an inefficient caricature of the corporative mass of modern society itself.

"The activists call themselves revolutionaries and so they are, with the rude manners and fanaticism of all revolutionaries. But a revolutionary is a political animal, not necessarily a harbinger of a new world vision. He wants to tear the power out of the hands of others and seize it himself. The activist who insists that he is out to change the entire fabric of a society must certainly be deceiving himself. Otherwise he would not fight so furiously to become a part of the very bureaucracy he scorns."

Professor MacLennan suggests that the university has got badly off track from its essential purposes and is becoming terribly bogged down by a bureaucracy, largely of its own making. What seems to amaze him is that the student activist allows himself to become a willing partner to it. Irving Kristol, the author of "A different way to restructure the university" reprinted from the *New York Times* in this issue, puts forward a number of interesting suggestions as to how the university might escape this bind.



THE TORRID YEARS OF STANLEY FROST some battles won, some lost

In a recent interview, Stanley B. Frost, Dean of the Faculty of Graduate Studies whose five-year term expires this spring, reflects on rebuilding the library, establishing the University Press, HARP, growth of research, advent of student power, and his plans for the future.

REPORTER: Dean Frost, you are chairman of a number of key committees—University Libraries, Scholarships, Nominating, University Press—as well as being dean of the Faculty of Graduate Studies and Research. Can we begin with your involvement with the libraries, particularly in view of the fact that the new MacLennan Library will soon be ready for use.

FROST: When I took over as dean, I found that I had inherited the Libraries Committee. There was a good deal of dissatisfaction with the way the library was working. The Committee had, in fact, not met for three years. I quickly reactivated the committee and found there was considerable support for this move from the Arts & Science faculty. We discovered that all the libraries on campus were attached to different budgets and every academic head fought for his own library. If you had an aggressive dean you got a good library. If the dean was more interested in other things, scientific equipment for example, you would have a poor library.

Moreover, since the end of the War there had been little attempt to rebuild the library. We had kept pretty well up to the mark, surprisingly, through the years of the Depression and the War, but when other universities began to rehabilitate themselves after the War, McGill was relatively inactive. So by the time I took over in 1962 there was really a lot of catching up to be done.

More importantly the whole thing needed overhaul.

McCarthy from Cornell and Logsdon from Columbia surveyed the library situation at McGill and as a result of their work we came up with the scheme for bringing all the libraries together on one global budget. The next thing we realized was that the Redpath was hopelessly inadequate. It had been built for a time when enrolment was just nudging the 6,000 mark and by this time we had 12,000 students with it clear that we were going to 15,000.

The basic idea of the new complex is that the old Redpath becomes the undergraduate library. It will be redesigned to have about 100,000 volumes, providing 80 per cent of normal undergraduate needs. We want to give such good service in the Redpath that the undergraduate won't have to go hunting around, losing time, trying to find his materials. Most of them should be there. But we do not mean by this that the MacLennan is out of bounds to the undergraduate. They're perfectly free to go there.

The MacLennan is to be the major research deposit of the library system.

REPORTER: We've been talking a lot about space—how good is McGill's library as far as books go?

FROST: Well, this is a purely subjective matter and it all depends on what you compare it with. Comparing McGill with Harvard or Columbia, you would have to say that we are in bad shape, but looking at other Canadian universities, apart from Toronto, then the fact is that McGill is pretty well served. For example, just the other day I asked a visiting professor from France how he found our French collection. Before he could answer the chairman of the French Department

interposed, "Oh, it's bad, it's very bad." But the professor from France, "No, no. It's pretty good. It compares very well with university libraries in France." Now, he was talking about our French materials where we're always being told we're weak.

By and large, the McGill library is pretty good. But from my point of view, it's not good enough. I want to see it very much better.

REPORTER: I believe there was a report done—the Williams Report—which said that if you rated Canadian university libraries on a scale of 100, Toronto being 100, McGill was 47.

FROST: I had not heard of that particular rating. Again, it would be a matter of what parameters were used and how the assessment was made. As a matter of fact, that survey was a pretty shoddy piece of work. They simply wrote to departmental librarians and said, "Would you answer these questions about your collection?" They didn't go around themselves and look.

REPORTER: What does the Downs Report have to say about McGill's library?

FROST: I asked the library staff to make a report on this study. You discover that every time they say "Toronto is at the top" it's either U.B.C. or McGill, or occasionally Alberta, which is next. The fact is that over the last 10-15 years Ontario has put money into Toronto's library resources in a way that Quebec just hasn't done yet. This is where the difference between provinces which really back all their universities and a province which is dragging its feet is beginning to tell. Mind you, they have put money very willingly into Université de Montréal.

I've said for a long time that McGill has to live by its wits and this is true.

But the game is stacked against us with a situation where education has become so expensive that only the government can afford to support it. They won't let us appeal to Federal funds, yet at the same time they're very grudging in their support of McGill, and all because they say, "You're English. You're wealthy. You're rich."

Now, when I say these things, people accuse me of being a blatant Anglo-Saxon supremacist. All I'm doing is looking at facts. The moment you start asking, "How does McGill compare with Toronto?", these facts become relevant.

REPORTER: What is your position on the question of centralization versus decentralization? There seems to be some feeling in certain quarters that there is a new trend toward centralization now at work.

FROST: Scholars like to decentralize, because they like to have books all around them. For nearly every scholar or scientist his dream is to have a little room at the end of the corridor with the books he really wants in it. The professional librarian who is seeking efficiency wants to see one big central library on the campus with everything under control.

The Libraries Committee has to sit between these two forces and try to balance them out into a working compromise. The professional librarian can prove that if you centralize your processing departments you can cut your costs tremendously. Scholars, on the other hand, can prove that the more you centralize, the more delay there is in getting a book on the shelf.

REPORTER: In terms of the technological developments of today and those promised for the near future, such as computerized systems for data stor-

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Employment opportunities

BILINGUAL SECRETARIES

French and English shorthand. Ability to translate from French to English. Fast accurate typing, 3 years' experience.

BILINGUAL TYPISTS

One position involves English dicta-phone typing and some translation work from English to French. The other position requires a fluently bilingual girl to take on a variety of duties and assume responsibility.

STENOGRAPHERS

Various positions available for Junior Stenos with one year of experience.

MEDICAL SECRETARIES

Interesting positions available for secretaries who enjoy variety and some administrative responsibilities. Must have Medical Terminology, excellent typing, minimum of 3 years' experience.

ADMINISTRATIVE SECRETARY

Senior position available for the Dean of Education at Macdonald College. Varied Secretarial duties. Minimum 5 years' experience or equivalent.

SECRETARY

Responsible position to the head of an administrative department. Must enjoy working with figures. Accurate typing and shorthand. Minimum 3 years' secretarial experience.

Faculty of Art and Science ACTIONS OF JANUARY 20 MEETING

At the Faculty of Arts and Science open meeting last Monday, crowd control of students was not a big problem.

Mind you, the day's business wasn't really the stuff revolutions are made of.

The meeting got underway with an embracing progress report on the activities of the Instructional Communications Centre by Professor C.B. Cave. He had interesting results to show, but we won't go into them just now as the *Reporter* will be carrying a definitive article on the subject within a few weeks.

It ended with a report from Vice-Dean Stansbury about sessional dates. Provided Senate approves, lectures next term will begin on September 15, stop on December 13, and resume on January 15. It was also learned that the Sessional Dates Committee will recommend that mid-term course tests be conducted after the 13th before Christmas and that exams be held after.

In between Faculty considered the following matters:

- Motion of Professor Saul Frankel concerning the composition of the Graduate Faculty (he recommends 225 members to be drawn from the basic constituency of departments, schools, and institutes) was referred without endorsement or prejudice to

whatever body will end up having to deal with the various proposals for the reorganization of the Graduate Faculty.

- Approved in principle and referred back to Faculty Council to work out the details that Council be asked to distribute to all elected senators the agenda and minutes and supporting documents of Faculty Council, and secondly, Council is asked to invite elected senators to attend any Council meeting they might individually wish.

- Accepted resolution authorizing election by Faculty of two additional members to Council to come from the Biological and Social Sciences Divisions.

- Reorganized the Faculty Nominating Committee to have the following membership—a) Vice-Dean of Faculty as chairman and b) eight senators, two from each division serving two year terms.

- Approved request to Senate that the title of the Department of Russian be changed to Department of Russian and Slavic Studies.

- Accepted proposal from Physical Sciences Division that B.Sc. third year Major students be allowed to confine themselves to two continuation subjects rather than three, i.e. the Science offering could be over two disciplines only in the third year of the major programme.

Curious comments on colleagues commitments

by P. D. Baird

Inspired by the McGill Index of Research, a recent publication by the Faculty of Graduate Studies and Research

After only a very brief glance at this important missive, I feel both uplifted and humbled by the variety of research carried out at our alma mater. It is astounding and revealing, but sometimes to laymen like myself a little obscure.

How necessary it is to have a classical education to interpret some of our pundits' schemes! How intriguing the idea of delving into the subtleties of ENGRAM and NYRANY!

No one (Students please note) admits to working for Dow Chemical or other Antibodies, though antibodies themselves have an enormous listing. Only one professor scores 'Defence' but this is promptly followed by 'Denial'. U.D.P.G. is a bit suspect, but I do not believe the current rumor that it represents any connection with the United States Department for Progressive Genocide.

Some professors have fun. No less than three list 'Barbados' as a research project, three others 'Caribbean' and one 'Jamaica'. Ah! the sunshine and the skin-diving! Why should our Prime Minister be the only one to enjoy these delights.

Others are less funfill. There are six entries on 'Depression' and John Lohrenz even caps this with 'Suicide'.

I am particularly intrigued with certain of the research projects. Is Oximetry the measurement of cattle? Does the 'distribution of VA/Q' mean the violent activists of Quebec, who are bomb planters? Is 'extradural space' what I see out of the window of my airplane? Coprolite analysis is always, of course, important when one has puppies in one's home, but 'corrosion in digesters' sounds all too much like someone who has been gulping too much sulphuric acid.

Some professors are terse and honest without obscurantism—Fear, meat, and bones, are simple and understandable research subjects, and I am happily relieved to see 'Control' and 'Learning' (10 entries). After all learning is what the University is all about and we hope we can keep control of it. And we have 'Failure Possibilities' to bring us back to earth on the learning image.

Professor Durnford really pulls the house down with his "Landlord—Tenant—Defects, and Refrain—Abandon—Destruction." Long live the Students Cooperative Housing!

Our University is dedicated to the search for Truth but Archie Malloch is only concerned with liars. Oh Archie! We thought you were all for us, but we'll never believe you again.

Library policy changes proposed

At its December meeting the Library Committee received three documents which it decided to table until the meeting on January 31 next. The reason was that the Committee wished for the campus to be aware of the proposals and to have time to react to them.

The first document came as an Appendix to Professor Morris's report referred to below and detailed the present circulation policies. In brief, the following are the main provisions: current issues of periodicals do not circulate for 30 days or until receipt of next issue; unbound periodicals may only circulate to academic staff on a seven-day term; bound periodicals to graduate students and on a seven-day term for staff; but no periodicals on stack reserve, bound or unbound, may circulate outside the library of deposition. Only professors and their secretaries may sign for periodicals allowed to circulate. In general, reference material does not circulate.

The second document was the Report of a special Sub-committee chaired by Professor Morris, Chairman of the Arts and Science Library Committee. The other members were Miss Phelan, Librarian of the Faculty of Management Library, Professor Hempel of the German Department and Mr. Hoffmann, student representative. The Report relates to the borrowing privileges of Faculty and academic staff. The main provisions are: an initial borrowing term of two

weeks, and (if the book has not in the interim been asked for) an indefinite renewal until it is called for, either for circulation or for the annual audit; fines for overdue material to be at the rate of 25 cents per day; a limit of 20 books on loan at any one time; repeated failure to comply with recall notices to be met by loss of library privileges. The report concluded: "some dramatic form of persuasion is required to ensure that faculty co-operate with the library." The Committee was clearly of the mind that some form of sanctions must be enacted to bring into line the small but troublesome minority of the faculty who have abused their present privileges.

The third document related to the vexed matter of reserve book policies. The Director proposed three principles:

1. Reserve lists to be limited to 20 items per course. He said one professor sent in a list of 250 items for a single course, and that multiplication of this kind of immoderation would cause the whole system to become unworkable.
2. Lists are to be processed strictly in order of receipt. The bulk of this work must be done in the summer months and he appealed for as early deposition as possible, but certainly before May 15 for the first term and September 30 for the second term.
3. Lists to be submitted on forms provided by the Reserve Book Department. This, he said, would speed up

an operation which in a normal summer meant checking some 30,000 items.

The documents in detail may be consulted in any library. The Committee considers that the regulation which they propose should be in force uniformly throughout the university library system, subject to any modification for the Macdonald Library which the Macdonald Library Committee may wish to propose.

A further matter giving the Committee grave concern is the high rate of loss of material from the University's libraries. Much of this is, no doubt, only misplaced and will be recovered at the annual audit, but too much is material stolen from the library by a small but unprincipled group of users. The Committee was glad to hear that the new turn-stiles have proved very efficacious, but recognized that nothing can stop the really determined thief. The Committee has not in the past hesitated to press for the severest penalties to be visited upon those who have mutilated or unlawfully removed library materials and will certainly continue to do so in the future. But it prefers to appeal to all those who look to the McGill Libraries for academic service to recognise that the facilities are intended to serve all members of the McGill community, and that only by the responsible co-operation of all users can the library system be efficiently maintained and further improved.

S. B. Frost, Chairman, University Libraries' Committee

Actions of senate

Senate at a regular meeting on Wednesday, January 22 dealt with the following matters.

Future structure of Faculty of Graduate Studies and Research

Carried a motion from the Steering Committee that "Recognizing that many divergent proposals and opinions have been brought forward since the Yaffe report was presented to Senate, and that Senate as a whole would have great difficulty in evaluating the merits or demerits of the various proposals, the Committee recommends that the question now be referred to the Committee on Academic Policy as a matter for immediate attention, with that committee asked to study all the proposals and present a recommendation to Senate."

Future meetings

Senate will meet on every second Wednesday for the balance of the session. Where conflicts in dates arise, the Steering Committee will propose firm dates later on. At least one meeting will be scheduled to take place at Macdonald College. It was also agreed that the starting time for Senate meetings will be 2:20 p.m. The next regular meeting of Senate will be February 5.

Management Board of the Gault Estate

Senate approved the following appointments to constitute the Management Board of the Gault Estate as recommended by the Nominating Committee:

Emeritus Professor F. S. Howes, Chairman; Professors M. J. Dunbar, P. F. Maycock, C. W. Stearn, H. H. Yates; one student member; and the Manager, attending.

Statutory Selection Committee

The following were appointed representatives of Senate on statutory selection committees:

- a. for a Chair in Marine Sciences—Professors M. J. Dunbar and E. R. Pounder, with Dean H. D. Woods and S. B. Frost, Vice-Principal C. A. Winkler, Vice-Principal M. K. Oliver, the Principal, ex officio.
- b. for a Chair in the Graduate School of Library Science—Professors D. E. Woodsworth and Virginia Murray, with Dean S. B. Frost, Vice-Principal C. A. Winkler, Vice-Principal M. K. Oliver, the Principal, ex officio.
- c. for a Chair in Philosophy—Professors H. Bracken and G. Johnston, with Deans H. D. Woods and S. B. Frost, Vice-Principal C. A. Winkler, Vice-Principal M. K. Oliver, the Principal, ex officio.

Information service to high schools

Carried the following amended motion "That as soon as plans for the five-year programme are crystallized, the Senate set up a committee with membership representative of the various faculties and segments of the University with the function to guide and aid in the task of communications with high school students, teachers,

and administrators about the new programme."

External University Policies standing committee

Carried the following motion that "Be it resolved that Senate establish a standing committee on External University Policies and Relations to consider questions touching the relations of the University to the general community, government (at all levels), and other related activities; said committee to co-ordinate its activities, with those of the Academic Policy Committee."

Additional motion on Quebec education

A student motion concerning "Teachers Contract Dispute" was permitted to come to the floor of Senate. Mr. Raymond Laliberté, president of the CQ, addressed Senate on the problems faced by Quebec teachers.

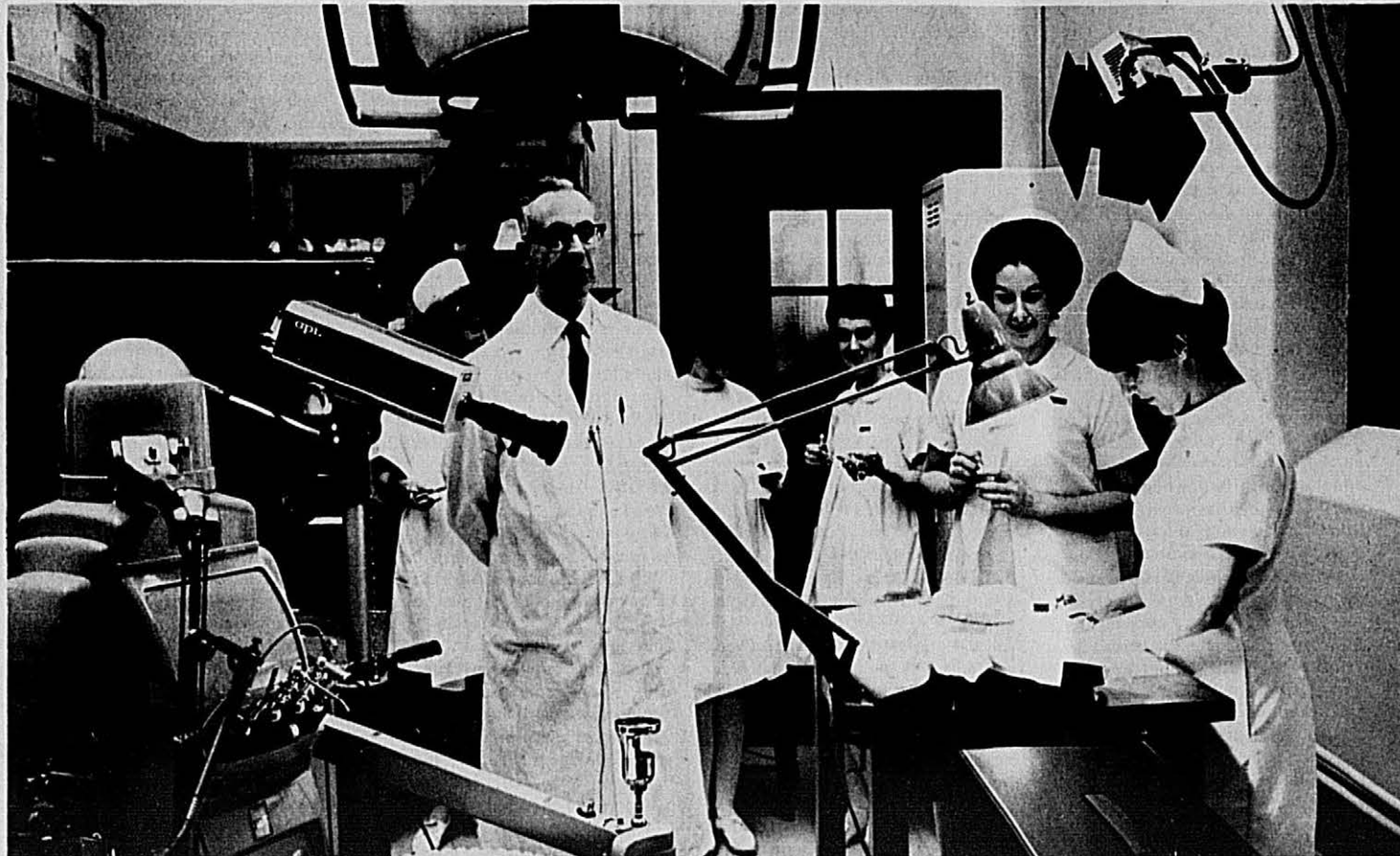
Senate Conference on the proper function of Senate

Senate agreed to hold a special conference or meeting to devote sole attention to hearing views on the proper role of Senate and the nature of matters within its competence.

Dental assistants attend (continuing education) clinic at McGill

Although McGill's dentistry faculty has been holding continuing education clinics for about five years, dental assistants were included for the first time in December. Here Dr. E. R. Ambrose, Director of Teaching Clinics, explains the procedure for mixing dental materials being demonstrated by Geraldine McGinnis, one of five dental assistants working for the faculty. The 60 visiting assistants watched via the closed-circuit TV system whose camera shows at left.

Miss McGinnis with one of the visitors at the one-day clinic. Above them is a screen of the closed-circuit system.





Please send all contributions to: FORUM
McGill Reporter, Rm. 630, Administration Building

For democratic selection of deans

TO THE EDITOR:

Announcements have been made regarding the formation of two committees in order to "advise" the Principal on suitable persons to become Dean of the Faculty of Arts and Science and another suitable person to become Dean of the Faculty of Graduate Studies and Research. Furthermore, a committee also has been set up to "recommend" on a possible Vice-Dean for the Social Sciences Division of the Faculty of Arts and Science.

There are many things that one could say about these committees. In the first place, the Faculty of Arts and Science did not vote directly for its nominees on the Selection Committee. All that the faculty did was to endorse the recommendations of the Nominating Committee. The same may be said for the committee set up for the selection of a Vice-Dean.

It is also difficult to pass in silence the fact that one of the Associate Deans of the Faculty of Graduate Studies and Research saw fit to send notice regarding the election of a faculty committee to advise the Principal around December 23rd with the stipulation that nominations should close by January 8th. It appears evident to some of us that some one was and is in a tremendous hurry, and the suspicion of an establishment move cannot be easily dismissed.

One—no doubt in a splurge of naivety—would have thought that Deans and Vice-Deans could be elected directly. If that is impossible in a mature, democratic society, then, at least, the archaic formula of an indirect election for the Selection Committee and of "recommending" or "ad-

vising" some higher authority should be discarded. It may be too obvious to mention that if maximum participation is desired and welcomed, one does not send notices regarding an important matter of academic life between Dec. 23rd and Jan. 8th.

Having said all that, however, I must mention that what I find most disturbing is the fact that no students have been asked to serve on any of the aforementioned committees nor do any appear to be welcome. This is indeed a most backward step. It will lead to all kinds of difficulties which could easily be avoided and at the same time it will make it difficult to achieve the best possible selections. A Dean or a Vice-Dean is more than an administrative person; the rank is after all an academic one. Studying is part of the academic process. While those who possess the most experience and expertise in teaching and research will be consulted and will be part of the selection process, those who have the most expertise in the area of studying will have nothing to do with that decision. This is essentially anti-democratic which makes a mockery of many profound and enlightened statements on student participation. I deplore therefore the blindness with which this decision has been reached and I sincerely hope that it will be changed as quickly as possible. I would hope that other members of the faculty share these views. I have written in that sense to the Principal and to the Deans concerned.

Cordialement,
Laurier L. LaPierre,
Director,
French Canada Studies Programme

ASUS sounds alarm

H. D. WOODS, DEAN
FACULTY OF ARTS AND SCIENCE

I am writing to express our growing alarm as to the positions and possible implications arising from two matters which I am given to understand will soon come before Senate for its consideration. Our concern assumes a wider dimension as we are quite cognizant of the fact their potential impact, inasmuch as Arts and Science is concerned, is far greater than that for any other school or faculty. (Letter approved at January 18 executive meeting of ASUS.)

I refer to the possibility of Senate adopting a university-wide policy on the questions of student participation in the recruitment of academic personnel and student representation on selection committees involving the appointment of administrative officers.

The position of the Arts and Science Undergraduate Society on the principles involved in these two issues has been previously articulated at length; yet the depth of our dismay and the extent to which we have found ourselves moved arise *not* primarily from the substantive philosophical differences in our relative positions, but have as their common source the possibility that policies may become university-wide in scope.

We have frankly been at a loss to understand the apparent inconsistency on the part of a number of our Faculty's representatives to Senate.

At its meeting of November 29th last, the Faculty of Arts and Science, but for one dissenting vote, received and adopted the Report of its Committee on Student Participation in the Governance of the Faculty of Arts and Science. One single, all-pervasive theme is dominant throughout it: that the areas (artificially divided, as to administrative (budgetary questions and matters relative to academic personnel) and legislative (curriculum planning and working conditions matters), role and context of student participation are questions that must be decided between the academic staff and students within each unit and level of Faculty.

At the same meeting, when a member inquired as to the feasibility of a Faculty-wide policy in the then current dispute between the Political Science Section of the Department of Economics and Political Science and the body representing the students of that Section, the Political Science Association (a dispute, might I point out, in which the *only* area of conflict was the role of students in the appointments function), the Chairman stated, and it was the tacit consensus of members present, that the issue could only be resolved within that Section. Insofar as the substantive proposals of the Arts and Science Undergraduate Society pertaining to these two issues are concerned, Faculty has referred them to the Joint Work-

ing Group created by that Report, thereby leaving the matters unsettled and subject to further consideration.

It is for these reasons that we find the possible direction of Senate's decisions most upsetting; the current attitude of some of Faculty's representatives on Senate, particularly in view of Faculty's present disposition, would seem beyond our grasp.

Insofar as the only discernible arguments thus far advanced in favor of a university-wide policy (irrespective of its content) are concerned, they present themselves as without foundation.

That the appointments function involves contractual arrangements between the University and its employees and that it is thereby a matter of university-wide concern and policy is untrue; the issues involve the *manner* and *mechanisms* of appointment and *not the terms* of employment. Secondly, the statement that because the McGill Association of University Teachers is a professional union it therefore has the sole right to advance (or for that matter determine) policy pertaining to the method and terms of admission, promotions and tenure within that profession is quite presumptuous. In the first place that association is not, as I am sure you are well aware, a closed-shop union. Secondly, in adopting such an outlook, one could easily carry it to its logical extension: that the A.S.U.S., as a union, has exclusive rights in dictating who shall participate in determining policies for the admission, promotion and standing of students.

We would like to emphasize that we are fully aware that such trends as are presently evident would be directed primarily, in their implications, towards Arts and Science, as ours is the *only* Faculty in which students have thus far attained a role in the recruitment process for members of the teaching staff, and that we will be presently conferring with representatives of the Arts and Science Undergraduate Society's various departmental associations most directly affected as to possible joint, direct action in these matters.

We are pledged at the moment, as is Faculty, to ensuring the integrity of arrangements which are the product of agreement between the academic staff and students within the different levels and units of Arts and Science.

It is our opinion that the adoption of repressive policies within such a university-wide context could only in the short and long run prove disastrous; policies transcending the current framework of department and faculty would, it seems evident, transcend department and faculty in their ramifications.

Yours sincerely,
Paul Wong, President

c.c. MCGILL REPORTER

Bouquets for Bloomstone

TO THE EDITOR:

In Mr. Frank A. Bloomstone, we have at McGill, a new literary critic, but one who has already far out-stripped the fondest expectations of at least one of your readers concerning the quality of criticism to be expected from a university gazette, as was more than amply evidenced by his recent review, "The Poetry of Leonard Cohen and Margaret Atwood."

But Mr. Bloomstone is to be granted our felicitations not alone for his finely honed literary insight and critical perception: his achievement goes far beyond these mean attainments. For he has managed, in the face of overwhelming odds, to restore to a place of honour in the pages of our chief journals, a style of literary composition which, to be truthful about it, I, for one, had long thought lost to us forever, believing its demise to have taken place at approximately the same time as that of the nineteenth century. May it long retain that new lease on life which Mr. Bloomstone has granted it!

For who can deny the poetry in so felicitous an image as "touched our lyrical heartstrings with his 'perfect lyre'?" or in that shining epithet "the bottomless pit of his sensitivity"? In addition our critic avoids those modernisms obviously so heinous to his spirit, and instead employs those good old phrases, tried and true, but in such a new and exciting way that only a pedant could call his style 'clichéd'.

Dare we hope for more critiques of this ilk—terse and pungent, yet couched in language refulgent with the glories of a better thought, alas, bygone age? Undoubtedly, McGill's 'literary hens' have, indeed, to use our critic's own metaphor, come "home to roost", and we of the University can do nought but rejoice that Mr. Bloomstone has succeeded in laying yet another egg in their nest.

Yours faithfully,
David Matthews, M.A.I.

and brickbats for Dudek

TO THE EDITOR:

By maintaining only a facile, stereotyped knowledge of the commercialism, pop culture and mass communications of which he writes ("The Prophet As A Celebrity", Reporter, Jan. 20), Mr. Dudek has ground out a silly and wholly invalid piece of criticism. Unfortunately, those who are intimidated by mass culture (vis a vis "the classics") will likely accept Mr. Dudek's words as gospel truth.

Mr. Dudek starts off with a weird and ridiculous definition of the word celebrity: "A celebrity is a fake hero, a hero without any real virtues or essential greatness: he is simply well-known, a personality at most, or a successful performer on the media". Contrary to what Mr. Dudek says, the word celebrity does *not* denote *value*; it is simply a word describing a state or condition in which a person may exist. Webster's puts it this way: Celebrity—"state of being celebrated; renown"; Celebrated—"distinguished or famous in any way (italics mine), esp. favourably; sometimes notorious". Thus, both Perry Como and Frank Borman are celebrities; they are celebrated for their particular talents. If we wish to judge them we must judge their *talents*, not the state in which they exist. Mr. Dudek bases his entire polemic on this shoddy definition of the word celebrity. To him, it is a state to be avoided like the plague. Consequently, anything that is accepted by a mass of people (presumably of *less* intelligence than himself) is to be disdained. Surely this is not the way to formulate honest and pertinent criticism.

I would be the first to agree with Mr. Dudek that about ninety percent of the work produced within the popular arts is undesirable. Nevertheless, there is excellent work being done in the popular media. I would like to know how much time Mr. Dudek spends listening to pop records. Only a person who makes it his business to listen to, and study, pop music on a regular

basis is in a position to offer a critical judgement of that work. I would not be so brazen as to offer a critical judgement of classical music with my limited knowledge of it. Furthermore, if we consider film as a serious art form, then we must concede that even the television commercial form has the capacity to be great and profound art (or is "commercial" another one of those "bad" value words stuck in Mr. Dudek's mind?).

The fact that Sartre and Lowell refused Nobel Prizes and invitations to the White House does not de facto make them "great". (These were "political" acts, not "artistic" acts.) I would respect them as *artists* just as much if they accepted prizes and invitations.

Mr. Dudek is just plain *wrong* when he says that the young have been

so bound up with technology, advertising, and the entertainment arts. Instead, they have *embraced* these media and they have become the real innovators within these forms. Never before have people "used" technology so much, and with such dedication and intensity, as young people are doing today. Of course, these things would be apparent to Mr. Dudek if he knew what he was talking about.

Unfortunately, Mr. Dudek did not grow up with the explosion of the mass media. He seems a stranger to it all. He formulates Ten Commandments for purity and chastity of the arts ("Thou shalt not teach, review, anthologize, court commercial publishers, etc."). Mr. Dudek says that only a "saint" could follow these rules that would save us from the "corruptions and temptations of the media" (media: another bogey word?). Come now, Mr. Dudek! You'd miss out on half of *life* if these rules and regulations were taken seriously. Only a fool would follow them.

Sincerely,
Juan Rodriguez

campus

ISLAMIC INSTITUTE OPENS BRANCH IN TEHRAN

Word has it that Dean Stanley B. Frost, with the knowledge of very few at McGill, stole away from Montreal during the Christmas holiday, like an Arab at dawn, to attend the official opening of the Tehran Branch of the Institute of Islamic Studies.

Officiating at the opening ceremony, we have learned from Iranian press reports, was Iran's Minister of Science and Higher Education, Majid Rahnama, Tehran University Chancellor, Faziollah Reza, Charles Adams, director of the Institute, who currently is away from McGill on sabbatical, and Dean Frost.

The Branch is described as "an organized academic effort to bring the hitherto neglected Iranian contribution to philosophy in the past 500 years to the attention of Western scholars and the world in general."

The newly opened centre includes a research library and study facilities. It was Iranian professor, Mehdi Mohaghegh, now vice dean of Tehran's Faculty of Arts and Science, who gave impetus to the founding of the Branch, while a visiting professor at McGill. While here he found support for the idea from another visiting professor, Toshihiko Izutzu from Japan and Dr. Adams.

Professor Mohaghegh has been appointed research associate to the

Centre and Professor Izutzu has resigned his post in Japan to become a resident professor in Tehran.

Students from everywhere in the world can work with the Centre, provided they meet the entrance requirements of McGill's Faculty of Graduate Studies and Research.

Professor F. Reza, Chancellor of Tehran University, said that he hoped other institutions might follow the lead of McGill in setting up research establishments in Tehran.

Anyone happening to be passing through Tehran will find the new Centre at the University in a large house on Kharg Avenue, behind Rudaki Hall.

AGRICULTURE ENGINEERING CONSULTING SERVICE

A recent press communiqué from Macdonald College tells us that the scarcity of labour on Canadian farms is increasing from year to year, much faster than the availability of Agricultural Engineers to design structures and systems for more efficient utilization of the labour remaining on these farms.

The requests for information by farmers, groups of farmers, and professionals of other disciplines from the agricultural engineers has reached such dimensions, we understand, that the Agricultural Engineering Department has found it necessary to add staff to answer the demand.

Their new service will be known as AECS (Agricultural Engineering Service) and will be financed by fees charged for services. AECS will offer assistance to farmers and agribusiness where government services are over-burdened or non-existent.

REVISED REGISTRATION FIGURES

The Registrar's Office on December 18, 1968 updated its registration summary issued on October 23 and carried in the November 18 issue of the *Reporter*. Total registration, according to the latest report is 15,788, of whom 1,027 are enrolled as part-time students. Total full-time registration is 14,761.

Enrolment growth over last year is 9.4 per cent. This increase is in line with the pattern of enrolment growth established at McGill through the 1960s.

The largest percentage growth was in the Graduate Faculty. Here there was an increase from 2,518 to 3,129 or 24 per cent.

In the larger faculties Arts and Science has 6,869 students as compared with 6,914 last year. Here it must be remembered that a substantial number of students included in last year's Arts and Science totals are now listed with the Faculty of Management. Engineering grew only by 38 students (1,444 to 1,482). Education

went up from 1,122 to 1,238. Medicine overall, including students from Graduate Nursing and Physical and Occupational Therapy, on the other hand, fell back from 1,214 to 1,168.

In the smaller faculties enrolment increased from 143 to 147; Divinity from 48 to 55 and Music from 197 to 470. Agriculture sagged from 506 to 462 and Law from 276 to 266.

The Faculty of Management has an enrolment of 498 in its first year.

Women on campus now number 6,236 and make up 37 per cent of the student body.

CANADA COUNCIL GRANTS

During the year Canada Council will award research grants totalling almost \$3 million as part of its programme of aid to the social sciences and humanities. This month, the Council announced grants of \$455,185 and among the recipients were the following McGill professors:

\$12,333 to Professor Mario Bunge, Philosophy, for research on the philosophy of science;

\$10,976 to Professor Donald Von Eschen, Sociology and Anthropology, for research on the political attitudes of various agricultural groups in the United States;

Professors Edward H. Bensley, History of Medicine; Virginia I. Douglass, Psychology; Kelsey Jones, Muscology; Aileen D. Ross, Sociology and An-

thropology; and John Trentman, Philosophy.

CITY TO RECEIVE TAPESTRY HONORING JAMES MCGILL

Next Monday the City of Montreal will receive a tapestry honoring James McGill, founder of the University, for hanging in the McGill Metro station.

The colorful tapestry is woven in "Haute Lisse", and measures 13' x 11'6". It was made from an original painting by Montreal artist, Kelvin McAvoy, by the world-famous Edinburgh Tapestry Company Ltd. of Edinburgh, Scotland, under the artist's supervision. "The artist has combined the rigid requirements of the ancient form of the tapestry with historical accuracy and the dynamism of contemporary art," according to publicists of the event.

The tapestry is a gift to the City by the Canadian Universal Insurance Company, and will form part of the Fine Arts collection of Montreal Metro.

Presentation of the tapestry will take place on Monday evening at Redpath Hall, with many distinguished guests invited.

a different way to restructure the university

by Irving Kristol

I have the gravest doubts that, out of all the current agitation for a "restructuring" of the university, very much of substance will come. There are a great many reasons why this is so, among them the fact that practically no one any longer has a clear notion of what a "university" is supposed to be, or do, or mean. We are, all of us, equally vague as to what the term "higher education" signifies, or what functions and purposes are properly included in the categories of "student" or "professor." But in addition to such basic problems, there is a simple and proximate obstacle: all of the groups—professors, administrators and students—now engaged in this enterprise of "restructuring" are deficient in the will to do anything, or the power to do anything, or ideas about what might be done.

Let us begin with the faculty, since they are indeed, as they claim ("Sir, the faculty is the university"), the preponderant estate of this realm. In most universities, it is the faculty that controls the educational functions and defines the educational purposes of the institution. It is the faculty that usually arranges the curriculum, makes staff appointments, etc. It is the faculty that has the moral authority, the mental capacity, and a sufficiently intimate knowledge of the realities of the educational system to operate upon it. Unfortunately, these virtues are far outweighed by an all too human defect—a limited imagination which leads to a lack of objective insight into its own position. What faculty members of our universities fail to see is that any meaningful restructuring will not only have to be done by the faculty, but will also have to be done to the faculty. And to ask the American professoriat to restructure itself is as sensible as if one had asked Marie Antoinette to establish a republican government in

There is an escape from the cul-de-sac into which the complex problems facing our university system seem to have driven us

France. Whether or not it coincided with her long-term interests was immaterial; the poor woman couldn't even conceive of the possibility.

Now, I don't mean to suggest that there is anything especially shortsighted or selfish about the American professor. Some of my best friends are professors, and I can testify that they are every bit as broadminded, every bit as capable of disinterested action, as the average business executive or higher civil servant. Nor

are they particularly smug and complacent. On the contrary, they are all keenly aware of the crisis that has befallen them, while many have long been discontented with their lot and full of haunting insecurities. Nevertheless, they do have one peculiar and notable flaw: being generally liberal and reformist in their political predisposition, they believe themselves able to have a truly liberal and reformist perspective on themselves. This is, of course, an idle fancy. No social group really possesses the imaginative capacity to have a liberal and reformist perspective on itself; individual members of the group may and do—but the group as a whole cannot. Otherwise the history of human society would be what it is not: an amiable progression of thoughtful self-reformations by classes and institutions.

So the beginning of wisdom, in thinking about our universities, is to assume that the professors are a class with a vested interest in, and an implicit ideological commitment to, the *status quo* broadly defined, and that reform will have to be imposed upon them as upon everyone else. If any empirical proof were required of the validity of these assumptions, one need only cast a glance over the various proposals for university reform that have been made by faculty committees at Berkeley and elsewhere.

These proposals have one distinguishing characteristic: at no point, and in no way, do they cost the faculty anything—not money, not time, not power over their conditions of employment. They liberally impose inconveniences upon the administration, upon the taxpayers, upon the secondary schools, upon the community. But they never inconvenience the faculty. They never, for instance, increase its teaching load. (On the contrary: after four years of "restructuring" at Berkeley, professors there now spend less time in the classroom than they used to.) They never suggest anything that would intrude on those four months' vacations; they never interfere with such off-campus activities as consultancies, the writing of textbooks, traveling fellowships, etc.; they never discourage the expensive—but convenient—proliferation of courses in their specialized areas; they never even make attendance at committee meetings compulsory. This is precisely what one would expect when one asks a privileged class to reform the institution which is its very *raison d'être*. It is rather like asking corporation executives or trade union leaders or officials of a government agency, all of whom have been given lifelong tenure in their present positions, to "restructure" the institutions and redefine their positions.

I have touched upon this question of tenure because of its symbolic significance. Few professors, in conversation, will defend the present tenure system, whereby

senior- and middle-level faculty are given a personal, lifelong monopoly on their positions. They will accept the criticisms of it by Robert Nisbet and others as largely valid. They will concede that it could be substantially modified—via long-term contracts, generous severance agreements, etc.—without any danger to academic freedom and with obvious benefits to everyone. They will agree that the "controversial" professor, whom tenure was supposed to protect, is today in great demand and short supply, whereas the mediocre professor is its prime beneficiary. They may even admit that the presence of a tenured faculty is one of the reasons that the university has been—with the possible exception of the post office—the last inventive (or even adaptive) of our social institutions since the end of World War II. They will allow that tenure in the university, like seniority in a craft union, makes for all sorts of counter-productive rigidities. But they will then go on to dismiss the whole issue as utterly "academic."

To tamper with tenure, they argue, would produce fits and convulsions throughout their well-ordered universe. Nothing can or will be done, and they themselves could not be counted on to try. Even those economists who argue in favor of a free market for labor everywhere else somehow never think of applying this doctrine to themselves.

So when these same people announce that, to cope with the crisis in the university, they are going to "restructure" the institution, one has the right to be skeptical. To suppose that they actually will do any such thing is probably the most "academic" idea of all.

Nor is the administration going to "restructure" the university. It couldn't do it if it tried; and it is not going to try because it doesn't regard itself as competent even to think about the problem. University administration in the United States today combines relative powerlessness with near-absolute mindlessness on the subject of education.

That statement about powerlessness needs to be qualified in one respect. Though a great many people are under the impression that the boards of trustees are the "real" power-structure of the university, this is in fact the one group over which the administration does wield considerable influence. The trustees of a modern university are rather like the boards of directors of a modern corporation. They represent a kind of "stand-by" authority, ready to take over if the executive officers lead the organization into a scandalous mess. (Having little first-hand knowledge of educational institutions, they will then usually make the mess even worse than it was; but that's another story.)

They also may—repeat: *may*—intervene in certain

broad economic decisions, such as the construction of a new campus, the launching of a major fund-raising drive, etc. But on the whole, and in the ordinary course of events, they solemnly rubber-stamp whatever the administration has done or proposes to do.

And that's about the sum and substance of "administrative power." True, a determined administration can badger and bribe and blackmail the faculty into marginal revisions of the curriculum, just as a determined administration can have some influence over senior appointments. But most administrations are not all that determined—like everyone else, university administrators prefer an untroubled life. And even where they are determined, it doesn't make all that much difference, from an outsider's point of view. Within the institution, of course, even small differences can cause great anguish and excitement.

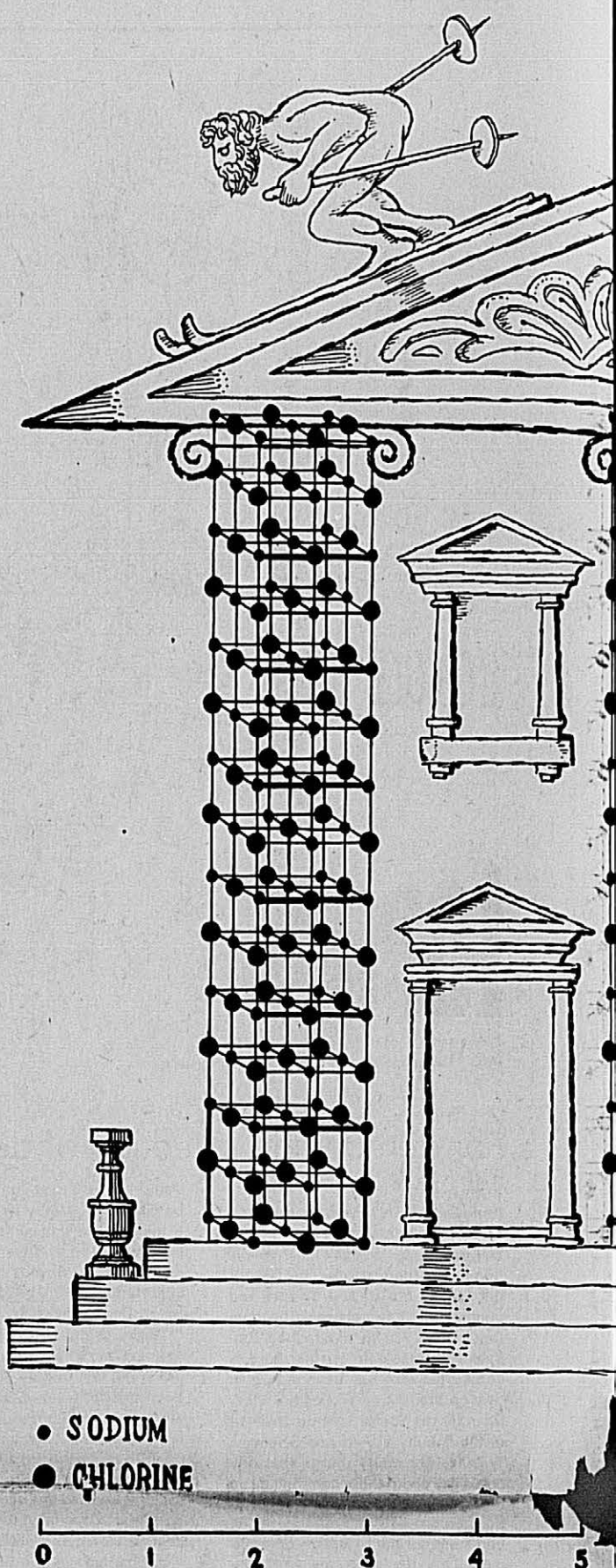
As for the administration's power over students, that hardly seems worth discussing at a time when the issue being debated is the students' power over the administration. Suffice it to say that, where disciplinary power does exist on paper, it is rarely used; and it is now in the process of ceasing to exist even on paper.* In this respect, university administrators are ironically very much *in loco parentis*. They have about as much control over their 19- and 20-year-old charges as the parents do.

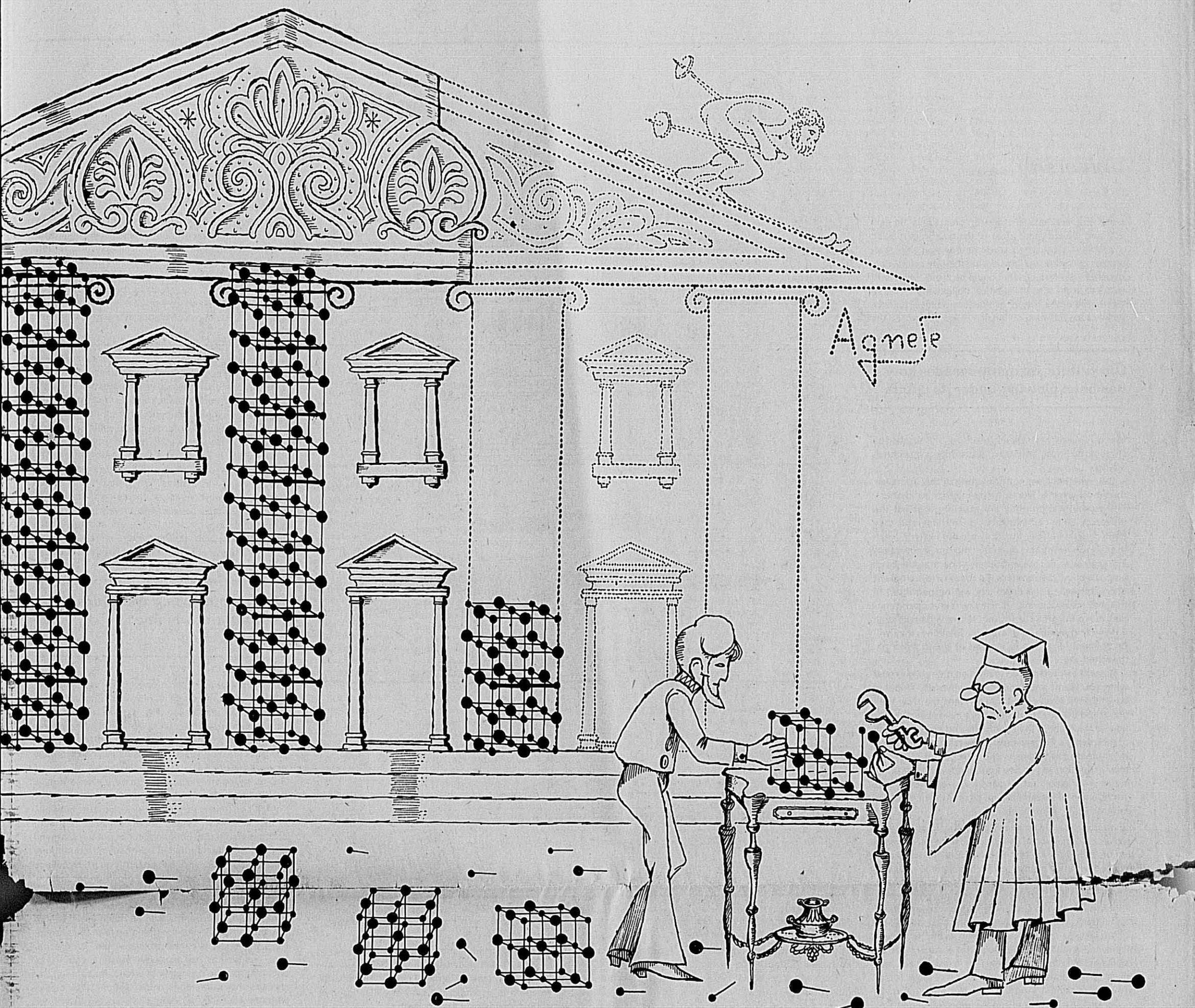
There might be something to deplore in this situation if one had reason to think that university adminis-

The surest way for an ambitious man never to become a university president is to let it be known he has a philosophy of education

trators could wisely use power, did they have it. But there is no such reason, if what we are interested in is higher education. University administrators have long since ceased to have anything to say about education. By general consent, their job is administration, not education.

*"Colleges are not churches, clinics, or even parents. Whether or not a student burns a draft card, participates in a civil-rights march, engages in premarital or extramarital sexual activity, becomes pregnant, attends church, sleeps all day or drinks all night, is not really the concern of an educational institution."—The president of the American Association for Higher Education as reported in *Time*, July 11, 1968.





When was the last time a university president came forth with a new idea about education? When was the last time a university president wrote a significant book about the education of—as distinct from the government of—“his” students? Robert M. Hutchins was the last of that breed; he has had no noteworthy successors. Indeed, the surest way for an ambitious man never to become a university president is to let it be known that he actually has a philosophy of education. The faculty, suspicious of possible interference, will rise up in rebellion.

The university president today is primarily the chief executive of a corporate institution, not an educator. Unfortunately, he usually is also a poor executive, for various reasons. To begin with, he is almost invariably a professor, with no demonstrated managerial experience. More important, there are few meaningful standards against which to judge his performance, as distinct from his popularity. Since most university administrators have no clear idea of what they are supposed to be doing, they end up furiously imitating one another, on the assumption—doubtless correct—that to be immune from insidious comparisons is to be largely exempt from criticism.

Thus, at the moment, all administrations are proudly expanding the size of their plant, their facilities and their student bodies. An outsider might wonder: Why should any single institution feel that it has to train scholars in all disciplines? Why can't there be a division of labor among the graduate schools? Aren't our universities perhaps too big already? Such questions are occasionally raised at conferences of educators—but, since every administrator has no other criterion for “success” than the quantitative increase in students, faculty, campus grounds, etc., these questions spark no debate at all.

As a matter of fact, university administrators never get much criticism—though, of course, they are convenient scapegoats who are instantly *blamed* for anything that goes wrong. The professors are just too busy and self-preoccupied, and in the ordinary course of events are perfectly content to leave the government of the university to the administration—even when they have a low opinion of the administration. (This has been the story at Columbia these past 10 years.)

It is interesting to note that, despite the fact that our best economists are all professors, there has been little public criticism from them on the grotesquely conservative way in which universities invest their endowment funds. It was not until the Ford Foundation's McGeorge Bundy made an issue of it, that the universities began to bestir themselves. Similarly, it was an off-campus man, Beardsley Ruml, who, some 15 years ago, pointed out that it was wasteful to leave

campus facilities unused for months at a time, because of the vacation schedule. One would have thought that this idea could have passed through the minds of professors of management, or city planning, or something.

An interesting instance of the charmed life of university administrators is a recent report of the Carnegie Commission on the Future of Higher Education. Written by an economist, it delicately refuses to raise any interesting questions and limits itself to arguing for the need of ever greater government subsidies. After pointing out that the deficit in university budgets is largely incurred by the graduate divisions—a graduate student costs about three or four times as much as an undergraduate—the Carnegie report offers by way of explanation of the costliness of graduate education the following: “The conscientious supervision of a student's independent work is the essence of high-level graduate education. . . .”

What this means in practice, as everyone knows, is that the only way a university can attract big faculty names away from other places is by offering them minimal teaching loads in the graduate division, and the only way it can attract the brightest graduate students away from other schools is by offering them attractive (i.e., expensive) fellowships. Whether or not it makes sense for each institution of higher learning to adopt such a competitive policy would seem to be an important problem; but the Carnegie Commission loyally refrained from exploring it. Nor did it show any interest in whether in fact there is “conscientious supervision” in graduate schools, and if so how extensive or effective it is. From casual conversation with graduate students, one gets the impression that such supervision is not all that common, to put it mildly.

In short and in sum: university administrations have neither the power, nor the inclination, nor the stimulus of informed criticism which would result in any serious efforts at “restructuring” their institutions.

And the students? They, alas, are indeed for the most part rebels without a cause—and without a hope of accomplishing anything except mischief and ruin.

In our society and in our culture, with its pathetic belief in progress and its grotesque accent on youth, it is almost impossible to speak candidly about the students. Thus, though most thoughtful people will condemn the “excesses” committed by rebellious students, they will in the same breath pay tribute to their “idealism” and their sense of “commitment.” I find this sort of cant to be preposterous and disgusting. It seems to me that a professor whose students have spat at him and called a “mother—” (it happened at Columbia) ought to be moved to more serious and more manly reflection on what his students

are really like, as against what popular mythology says they are supposed to be like.

My own view is that a significant minority of today's student body obviously consists of a mob who have no real interest in higher education or in the life of the mind, and whose passions are inflamed by a debased popular culture that prevails unchallenged on the campus. We are reluctant to believe this because so many of the young people who constitute this mob have high I.Q.'s, received good academic grades in high school, and because their popular culture is chic rather than philistine in an old-fashioned way. Which is to say: we are reluctant to believe that youngsters of a certain social class, assembled on the grounds of an educational institution, can be a “mob,” in the authentic sociological sense of that term. (We are also reluctant to believe it because many of these students are our children, and we love them regardless of what they do. Such love is, of course, natural and proper. On the other hand, it is worth reminding oneself that members of lower-class lynch mobs have loving fathers and mothers too.)

The really interesting question is: How did they get that way? After all, we do assume that young people of a certain intelligence, provided with a decent education, will be more rational—and therefore more immune to mob instincts—as they near the end of their education than they were at the beginning. The assumption is plausible; but it also patently fails to hold in many instances, and this can only represent a terrible judgment on our system of education.

How is it possible for a Columbia or Berkeley sophomore, junior or even graduate student to believe in the kinds of absurd simplicities they mouth at their rallies—especially when, before entering college, many of these youngsters would have been quick to recognize them as nothing but absurd simplicities? How is it possible for a radical university student—and there is no reason why a university student shouldn't be radical—to take Che Guevara or Chairman Mao seriously when, in his various courses, he is supposed to have read Marx, Max Weber, Tocqueville, has been examined on them, and has passed the examination?

When I discuss this problem with my professor friends, I am informed that I display a naive faith in the power of formal instruction as against the force of the *Zeitgeist*. And there is a measure of justice in this rejoinder. There can be no doubt that we are witnessing, all over the world, a kind of generational spasm—a sociological convulsion whose roots must go deep and far back and must involve the totality of our culture rather than merely the educational parts of it. It is fairly clear, for example, that many of the students are actually revolting against the bourgeois

social and moral order as a whole, and are merely using the university as a convenient point of departure. Whether their contempt for this order is justified is a topic worthy of serious discussion—which, curiously enough, it hardly ever receives in the university. But, in any case, this question ought not to distract us from the fact that those radical students who are most vociferous about the iniquities of the university are the least interested in any productive “restructuring.”

On the other hand, not all of the rebellious students are all that radical politically; and it does seem to me that, in these cases, it ought to be possible for a university education to countervail against the mish-mash of half-baked and semiliterate ideologies that so many students so effortlessly absorb within a few months of arriving on campus. My own opinion, for what it's worth, is that the college and the university fail to educate their students because they have long since ceased trying to do so.

The university has become very good at training its students for the various professions; and it is noteworthy that, within the university, the professional schools and divisions have been the least turbulent. But for the ordinary college student—majoring in the humanities or in the social sciences—the university has become little more than an elegant “pad,” with bull-sessions that have course numbers or with mass lectures that mumble into one ear and ramble out the other.

The entire conception of a liberal education—of the most serious ideas of our civilization being taught by professors who took them seriously—has disappeared, under pressure of one kind or another. The graduate divisions, with their insistence on pre-professional training, have done their part; but so has the whole temper of our educational system over the past decade.

continued next page

*A special word is necessary about sociology departments, whose students play a leading—perhaps critical—role in the current rebellion. Sociology is an odd kind of hybrid: a profession many of whose members are completely unprofessional in outlook, temperament, and intellectual rigor. When I was in New York's City College in the late nineteen-thirties, most students majored in sociology because it was the closest thing to a major in current social problems that the curriculum offered—and majoring in such problems was what they really wanted to do. In the end, most of them did become professional sociologists; and if they remained interested in social problems and social reform, their interest was anything but simple-minded. But these days, though the motivation for majoring in sociology is still a heightened concern with social problems, the number of sociology majors is so large, the departments so amorphous, the curriculum so sprawling, that it is quite easy for a student to move through his courses with his passions never being seriously disturbed by a student to move through his courses with his passions never being seriously disturbed by a sociological idea.

university *continued*

ades, with its skepticism toward "great ideas" in general and toward great ideas of the past in particular.

I believe that, when students demand that their studies be "relevant," this is what they are unwittingly demanding. After all, what could be more "relevant" today than the idea of "political obligations"—a central theme in the history of Western political philosophy—or the meaning of "justice"? And, in fact, on the

Our culture, for many decades now, has been plowing under its adults

few campuses where such teaching still exists, the students do find it "relevant," and exciting, and illuminating.

But, whether I am right or wrong in this appraisal, the whole issue is, like so many others, "academic." The students think they are rebelling against the university as a "bureaucratic" institution, and they think it so powerfully that they are not likely to listen to anyone who informs them that they are really rebelling against a soulless institution—one that has been emptied of its ideal content. So those who are not set upon destroying the university will be permitted to tinker at "restructuring" it. They will serve on committees that define the curriculum; they will help enforce a dwindling minimum of student discipline; they will be solemnly listened to instead of being solemnly preached at.

But you can't reform an institution unless you know what you want; and though our university students have always been encouraged to want the true, the good, and the beautiful, they have never been taught how to think about the conditions and consequences of such desires. To date, most of the reforms sponsored by students have been in the direction of removing their obligation to get any kind of education at all. It is not surprising that harassed administrators and preoccupied professors are quick to find such proposals perfectly "reasonable."

So where are we? In an impasse, it would appear. Here we have a major social institution in a flagrant condition of crisis, and not one of the natural social forces involved with this institution can be relied upon to do anything to bring about a work of reformation. In situations of this kind, the tradition is for the governmental authorities to step in and fill the power vacuum. And such, I think, will again have to be the case this time.

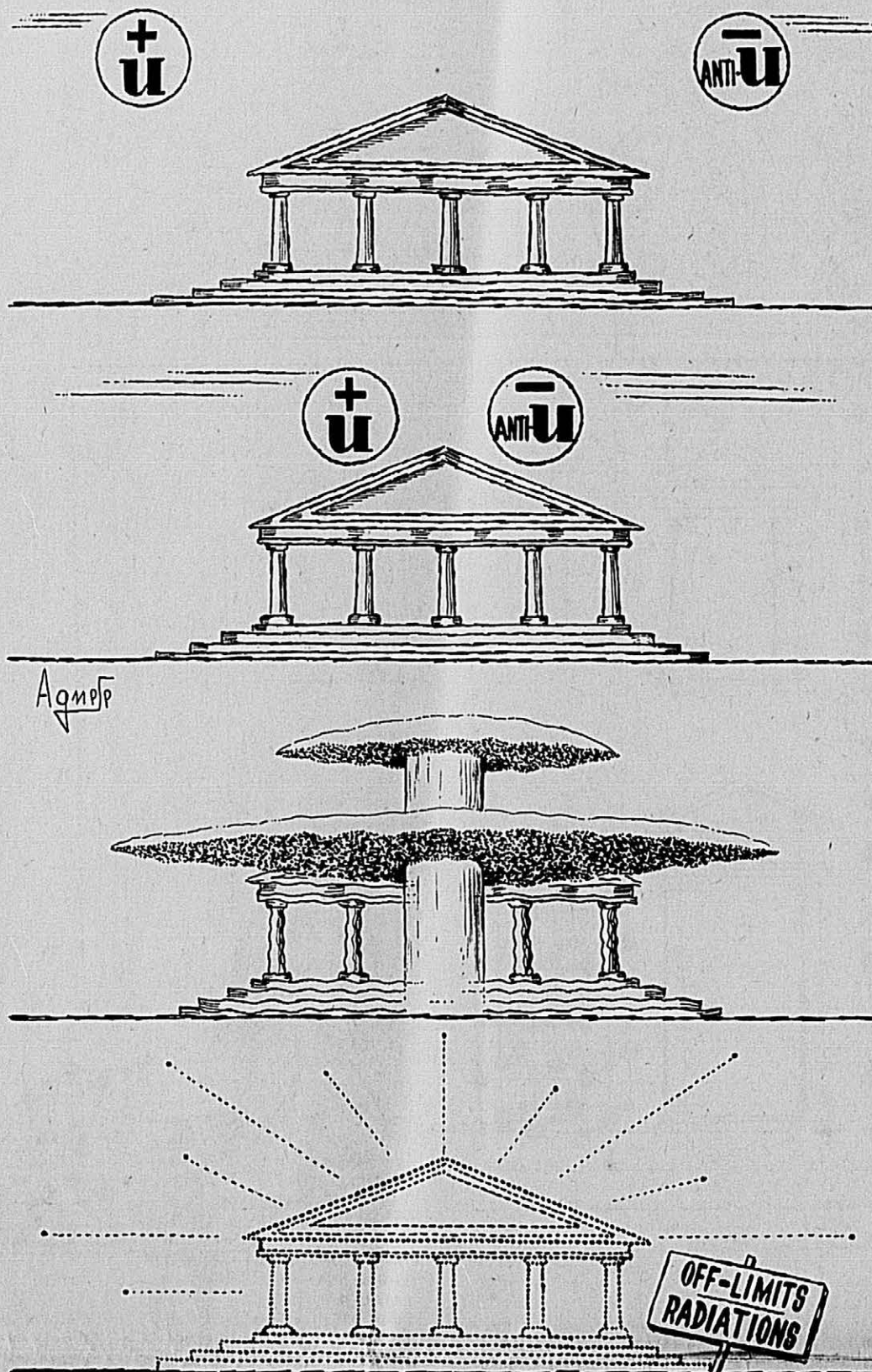
That last sentence made even me, its author, shudder as it was written. The spectacle of state of Federal legislators invading the campus en masse for solemn investigation or deliberation is the kind of tragic farce we can do without. And the idea of state legislators or Congressmen trying to impose educational reforms by legislation is as fantastic as it is horrifying. Still, the fact remains that there is a genuine "public interest" at issue here, and there is no one except government who can be asked to defend it. Fortunately, I believe that for once we are in luck, in that the particular circumstances of the moment permit government to act in an indirect, noncoercive, prudent, yet possibly effective way.

The first such particular circumstance is the fact that the very idea of "higher education" has become so devoid of specific meaning that there is little danger of government, or anyone else, imposing some kind of orthodox straitjacket on the prevailing chaos. There just aren't any such orthodoxies available. Indeed, the very reason we have a crisis in the universities is because all such traditional notions about the function and ends of higher education have, during these past three decades, become otiose.

The real problem at the moment is that no one—not the faculty, not the administration, not the students—has any kind of clear idea of what any "institution of higher learning" is supposed to be accomplishing. It is even beginning to be suspected by many that such phrases as "the university" or "higher education" have acquired different and contradictory meanings, that the vast number of young people now moving onto the campuses are too diverse in their interests, and talents to be contained within the old category of "university students," and that the root cause of our distemper is our failure to sort out all these meanings and people, and to make suitable institutional adjustments.

In other words, the situation seems to be such that what we need is a huge injection of pluralism into an educational system that has, through the working out of natural forces, become homogeneous and meaningless at the same time. No one can presume to say what the future pattern of higher education in America should look like. Not until we have far more experimentation—not until we have tried out different kinds of "universities" for different kinds of "students"—can we even hope to know what the real options are. In the ordinary course of events the prospects for this kind of pluralism would be so dim as to be utopian: none of the existing institutions can be counted on to cooperate except in a ritualistic and rather hypocritical way. But this leads me to the second

*Jacques Barzun, in his recently published "The American University," points out that it has long been common in many universities for students, at the end of a course, to hand in written critiques of its form and substance. He also points out that, if one surveys these critiques over a period of time, one discovers that the most recent will be demanding a return to what was rejected by students only a few years back.



"An obvious risk is that a great many of the radical and dissenting students would use their money to attend newly founded anti-universities. And many of the black students would veer off into black nationalist institutions of higher learning."

"particular circumstance," which gives the prospect an honest dimension of reality.

This second particular circumstance is the fact that government—especially the Federal Government—is

University admission in the United States today combines relative powerlessness with near-absolute mindlessness on the subject of education . . . like everyone else, administrators prefer an untroubled life

going to be pouring more and more money into the universities. This is inevitable, and I am willing to persuade myself that it is desirable. But it is neither inevitable nor desirable that the money should flow through the conventional channels—i.e., directly from the public treasury to the bursar's office. Understandably enough, college presidents cannot imagine it proceeding otherwise—higher education is "their" province, and they feel strongly that the money should be "theirs" to expend as administrative discretion and wisdom prescribe.

But the citizens of this republic have a claim to assert that higher education is "their" province, too; and they have a right to insist that public monies be expended in such a manner as might overcome the crisis in our universities, instead of deepening it.

What I would therefore like to see—and the idea is one that is slowly gaining favor with many observers; it is not original with me—is something along these lines: (a) State expenditures for higher public education should be frozen at the present level, and all increases in this budget should take the form of loans to qualifying students—these loans being valid for out-of-state institutions as well as in-state ones; (b) Federal grants to institutions of higher learning (excepting research grants) should be slowly phased out entirely, and this money—together with new appropriations, which are to be expected—should also be replaced by loans to the qualifying student. This means, in brief, that our universities should have a minimum of direct access to public funds to spend as they see

*Ideally, the entire state budget for higher education should, in my opinion, take the form of student loans. But so radical a measure has little chance of getting through—the state universities would lobby it to death. Besides, so radical a measure is not really necessary. With a ceiling on their budgets and with inevitably increasing costs, the state universities will be constrained gradually to compete for students in terms of the education they offer, as against the low fees they charge, and their position will become a little less privileged with every passing year.

fit, since their vision in this matter has turned out to be too imperfect. It also means that students will have more of the only kind of "student power" that counts: the freedom to purchase the kind of education they want, on terms acceptable to them.

There are potential benefits and risks attendant on this proposal, and they merit a listing. But, first, one must face the frequently heard objection to student loans—that their repayment may place too great a burden on a student, especially the student from a poor family, after his graduation. This objection can be surmounted. To begin with, not all students would need loans, and many would need only small ones. There are plenty of well-to-do parents who would still want to pay for their children's education. In addition, repayment plans can be—have been—calculated so as to be proportionate to the student's average income during his working life, and to exempt those whose average income would be below a fixed level; and the burden on both student and taxpayer (for a subsidy would still be necessary, especially for women) could be made perfectly tolerable.

If the one wished to be more egalitarian, one could augment a loan program with a part-scholarship program for those from low-income families. When all is said and done, however, the university graduate is the prime beneficiary, in dollars and cents, of his education; he ought to be the prime taxpayer for it. There is no such thing as "free" higher education. Someone is paying for it and, as things now stand, it is the working class of this country that is paying taxes to send the sons and daughters of the middle class—and of the wealthy, too—through state colleges. (Some 60 percent of the students at Berkeley come from families with incomes of over \$12,000.) It is not an easily defensible state of affairs, though we are now so accustomed to it that it seems the only "natural" one.

Now, as to benefits and risks:

[1] A possible benefit that might realistically be expected is that college students would take a more serious and responsible view of their reasons for being on the campus. To the extent that they would disrupt their own education, they would be paying for this out of their own pockets. As a consequence, there would certainly be less casual or playful or faddish disruption. One does get the impression that for many students the university is now, like the elementary and high schools, a place of compulsory attendance, and that the occupation of a campus building is a welcome lark and frolic. If these students were called upon to pay for their frolics, some of them at least might go back to swallowing goldfish. This would be bad for the goldfish but good for the rest of us.

[2] Another potential benefit is that the large state universities, denied the subsidy which permits them to set very low tuition rates for state residents, would find it difficult to grow larger than they are; the college population would probably become more widely distributed, with the smaller and medium-sized institutions in a position to attract more students. This would

be a good thing. It is clearly foolish to assemble huge and potentially riotous mobs in one place—and to provide them with room, board, a newspaper, and perhaps a radio station to boot. This violates the basic principles of riot control. We should aim at the "scatteration" of the student population, so as to decrease their capacity to cause significant trouble. I would also argue there are likely to be some educational gains from this process.

[3] An obvious risk is that a great many of the radical and dissenting students would use their money to attend newly founded "anti-universities." And many of the black students would veer off into black nationalist institutions of higher learning. Something like this is bound to happen, I suppose, though to what extent is unpredictable. It would, beyond question, create bad publicity for the whole student loan program. On the other hand, it would take the pressure off existing institutions to be both universities and "anti-universities"—as well as "integrated" and "black nationalist" universities—at the same time. The degree to which such pressure has already been effective would shock parents, state legislators, and public opinion generally, were the facts more widely known.

Quite a few of our universities have already decided

No one now has a clear idea of what a university is meant to do

that the only way to avoid on-campus riots is to give students academic credit for off-campus rioting ("field work" in the ghettos, among migrant workers, etc.). And at Harvard—of all places!—there is now a course (Social Relations 148), which enrolls several hundred students and is given for credit, whose curriculum is devised by the S.D.S., whose classes are taught by S.D.S. sympathizers, and whose avowed aim is "radicalization" of the students.

[4] As a corollary to this last risk, there is the possibility that more new, "good" (in my sense of that term) colleges would also be founded. I'm not too sanguine about this—a fair portion of the academic community would surely look more benevolently on a new college whose curriculum made ample provision for instruction in the theory of guerrilla warfare than one that made a knowledge of classical political philosophy compulsory. Besides, it would be much easier to find "qualified" faculty for the first type than the second. Nevertheless, it is conceivable that the "traditionalists," as well as the academic hipsters, could take advantage of the new state of affairs. And among the students they attract there might be quite a few blacks who are not really interested in studying Swahili or Afro-American culture or "black economics," but who—as things are now moving on the campus—are pretty much forced to do so by their black nationalist fellow students.

[5] The greatest benefit of all, however, is that the new mode of financing higher education will "shake things up." Both university administrators and faculty will have to think seriously about the education of the students—and about their own professional integrity as teachers. This shake-up is bound to have both bad and good consequences. Some universities, for instance, will simply try to reckon how they can best pander to what they take to be student sentiment, and many professors will doubtless pay undue attention to their "popularity" among students. On the other hand, it is reasonable to assume that you can't fool all the students—and their parents—all of the time; and if students are paying for their education, most of them will want to be getting their money's worth.

So, at long last, the academic community, and the rest of us as well, will have to engage in sober self-examination, and address ourselves to such questions as: What is this "college" of ours, or this "university" of ours? What is the "higher education" we offer? What do we parents expect from a particular "institution of higher learning" when we send our children there? The answers will certainly be too various to be pleasing to everyone. But at least they will be authentic answers, representing authentic choices.

It would be ridiculous to expect that, during this period of "shake-up," calm will descend upon our campuses. As I have already said, the roots of the student rebellion go very deep, and very far back. I recall Leo Rosten observing long before Columbia that, so far as he could see, what the dissatisfied students were looking for were: adults—adults to confront, to oppose, to emulate.

It is not going to be easy to satisfy this quest, since our culture for many decades now has been ploughing under its adults. But I agree with Mr. Rosten that this is what is wanted, and I am certain it will not be achieved until our institutions of higher education reach some kind of common understanding on what kind of adult a young man is ideally supposed to become. This understanding—involving a scrutiny of the values of our civilization—will not come soon or easily, if it ever comes at all. But we must begin to move toward it—and the first step, paradoxically, is to allow a variety of meanings to emerge from our existing, petrified institutions of higher learning.

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Frost continued

age and retrieval, printing, and electronic exchange with other libraries, is McGill undertaking any special planning of its own?

FROST: I think the best way to describe our attitude is that of a watchdog. Anybody who will go ahead and spend money on this sort of thing is doing a great service for others. On this sort of thing it's usually worth your while to come in relatively late and learn by other people's mistakes.

REPORTER: Moving to another of your interests, what prompted McGill to start a university press?

FROST: It seemed unhealthy for Canada to be dependent on only one English language press, so McGill decided to try to build a second press.

REPORTER: How did you go about getting started?

FROST: We could never have started if we hadn't had the fullest cooperation from the Toronto University Press. Initially, Cyril James had produced a scheme for collaboration with a firm in England, and then appointed a small committee to look into it. We turned his plans down flat. Principal James was a bit piqued about this, because I really think he had gone a bit far with these people in England. He then took the approach that if you've got another scheme, you'd better come up with a press of your own. So, I said to him, "Look, I know nothing about publishing." He replied, "You know as much as anybody else. You'd better get on and learn." It was at this point I contacted the people at Toronto, who after filling me in on a lot of detail, got me in contact with Robin Farr, the Press' first director.

REPORTER: How did the arrangements with Queen's for a joint press come about?

FROST: It was Robin Strachan who first came up with this idea. At first I didn't like it one little bit. But the more I looked into it, the more I became convinced that such a relationship would provide a stronger financial basis than McGill is presently justified in giving. In going in with Queen's we each put up \$60,000, compared with the \$80,000 we previously were giving it, and with the inventory that has built up, I think it is in a good position to go. More importantly we now have become not merely a Quebec institution, but a Quebec-Ontario institution. It may well be more attractive to scholars from across the country than before.

REPORTER: Some of the most exciting publishing by the McGill Press was the Notman book and the book on Montreal. Is there room for even more experimentation?

FROST: You have to remember that we are in the business to publish academic books.

REPORTER: What I wonder is, the best of the scholarly books are going to be attracted to other presses. Therefore, what a new university press can do to establish itself is regional publishing, which is traditionally an area to which university presses go anyway. Is McGill doing enough of this, instead of books like histories of the School of Nursing and Macdonald College, which possibly detract from the reputation of the Press?

FROST: We are a servant of the University. We can't afford to be snooty and say, "Sorry, we can't touch that." We have been, in fact, much more stringent in turning things down

than our colleagues on campus think we ought to have been. But we've not turned down a good local interest manuscript that has been offered to us. The English-speaking community hitherto has not been a great publishing community.

REPORTER: Turning back to the days of HARP, there was considerable bitterness expressed by certain members of the scientific team, particularly toward the Canadian government. Do you feel this was justified or did the government make a rational decision in withdrawing support?

FROST: The real quarrel was between the scientific advisors of HARP and the scientific advisors of the government. The HARP boys were not at all careful about what they said and they tended to inflame the situation with their rude remarks about "cocktail scientists" in referring to the government people. The civil servants retaliated by saying, "They are just a bunch of cowboys, completely irresponsible," and advised the government not to have anything to do with them.

I think the government was badly advised as the project would have provided us with a great mass of information about the atmosphere at very low cost—something like \$1,000 a shot whereas the Atlas rockets being sent up at Churchill cost about \$10,000 a go. I think the Canadian government should have backed it. It was a genuinely Canadian idea and it held promise as being the basis of a whole series of secondary industries.

REPORTER: The Canadian government lately also has cancelled two other major projects dear to the hearts of scientists—the Queen Elizabeth telescope in B.C. and the ING (Intense Neutron Generator) project. How do you feel about such cut-backs?

FROST: I think the decision to cancel both was quite tragic. In my opinion the ING project was a very expensive effort, and I'm not sure that when we'd done it, Canadians would really have been in the front rank of this particular research. It's so expensive that it seems to me that it's much better to do what we're now doing—breeding teams of knowledgeable people in our universities who may go down to Brookhaven and make use of American facilities. The Americans are terribly generous about this, you know. All this spirit of anti-Americanism around today is silly. People don't realize how the Americans throw their terribly expensive facilities open, particularly to Canadians. We wander across the border as if it doesn't exist.

REPORTER: Some people claim this makes us lazy, and we don't try to innovate and initiate new ideas like we should.

FROST: Well, this happens. However, if we have a good science council that is really supporting basic research, there is plenty of room for Canadians to innovate and still make use of American facilities. On the other hand, the Queen Elizabeth telescope was a relatively inexpensive thing. A country the size of Canada entering the space age ought to have one window where it can look for itself and see what is happening up there.

REPORTER: What is your reaction to the Carleton University professors who prepared a petition to protest the growing number of U.S. faculty in Canadian universities. They claim that an

astounding number of departmental chairmen are U.S. citizens, and in turn, they seek out Americans to fill their departments, while overlooking available Canadians. Is this a "bogey man," or are we in real danger of having our universities taken over by Americans?

FROST: Like most things, there's a certain amount of substance there. But I think they're putting it very badly. Where we're suffering from American influence is not chairmen who are bringing in people, but rather because we are getting a number of the young hot-bloods from American campuses, who have found life difficult in America and find it much easier to come up here and cause trouble. I'm more disturbed about these young people coming in. They are not, I think, a serious threat. After all, if you take, as we do, so much American research money and so many American ideas and make so much use of American facilities, you mustn't be disturbed if at the same time you find yourself taking a few things that you really feel you could do without, such as the trouble on Berkeley overspilling onto Canadian campuses, and so on.

REPORTER: Do you think it's just a question of over-spilling, that our students are not deeply concerned for fundamental changes in our own universities?

FROST: No. I think in Canada, it's pretty well an artificial desire. When you go down to American universities, you realize that structures down there are so much more rigid, that the way in which you change them has to be pretty violent. But in Canada, our structures are not rigid in that way, and changes can be made. Just look at the changes that were made at McGill over the last 12 years or so. Much more than has happened in any American university, without all the fuss and bother. But, once you get people saying that the only way to get change is by confrontation and having a riot, and so on, this idea begins to spread, and there's been no doubt about it, that time and time again we've disappointed our particular bunch of hot heads by agreeing that their ideas are good and giving them what they want. They're terribly disappointed. They hoped that we would turn out to be a bunch of conservative boneheads who just dug our heels in and they could have a thoroughly good row. But this isn't the Canadian way of doing things, and I think by and large, we've managed to keep on saying, "Let's talk about it. If it's a good idea, we'll implement it."

REPORTER: Recently, in a discussion with a McGill graduate, he stated that he is all set to write in his resignation from the Graduate Society—I don't know whether you can resign from the Graduate Society—but he was going to make the effort anyway. And he said, "You know, all McGill is doing—Robertson, Frost, Cohen, all those fellows up there—is accede to everything that is being asked and sooner or later there's not going to be anything left of the university." Do you feel, yourself, there is this acceding to unreasonable demands he describes, or do you think there is a healthy dialogue and exchange of views underway?

FROST: Suppose we put the question this way: "Do you think that of making the two mistakes, we've given too

much or given too little?" I think, if anything, we've made the mistake of giving away too much. Not to the degree of what we've done, so much as the areas in which we've done it. I would rather have seen us sit down with the students and, first of all, talk out a fundamental point, and that is: what is the role of the student in the university, and where should his influence really have weight, and what are those areas in which he really hasn't got anything to say? I would have said that on the vital question as to engaging of staff and the whole business of promotions and so on—a student does not have a role to be on any committee that makes decisions. Now, I do think that a student has got a very great role in consultation on these matters. I don't think he really has a role in questions relating to the finances of the university, the staff of the university, and such things. Whereas, I think how you run the library, what kind of a bookstore you have, the type of teaching method you employ, the kind of curriculum you have—I think these are areas where he does have a good deal to say, and ought to be allowed to say it. But, I doubt very much whether the advent of students to the McGill Senate has improved the university for the average student or for the overall purposes of the university. I think on the whole it has slowed things up so badly that we're doing less well by our students, simply because I think the students want to get in on all kinds of things that they really don't have any expertise in, and they're trying to use a block vote with their syndicalist ideas of government and all the rest of it, in a way which is just inappropriate to the situations they are trying to handle.

REPORTER: Aren't you being somewhat negative and pessimistic about a role for students on Senate?

FROST: Well, I think as the realities of life make themselves more and more apparent, they will come to realize that you can't just go on talking about basic philosophies, that you really must get on with the business of administration. An institution has to be run, and if they keep the main academic body as a kind of continual kaffeeklatch, then the business of the university will get done in the corridors. It has got to be done. I mean, you have to get executive decisions. These will simply be pushed into the offices and back rooms and so on. So far, I think this term we've got about through one and a half agendas of Senate, whereas previously we used to clear our agenda up in about two and a half hours.

REPORTER: Has Senate really come to a halt. I think that in many instances the students have introduced motions, as in the case of the CEGEPs, or introduced a point of view which is quite legitimate, and most valuable.

FROST: Well, one of the things about the CEGEPs—they suddenly woke up to the fact that CEGEPs were not the Kingdom of Heaven. And they sat up in alarm and said, "Look! This is going to demand that students spend an extra year. CEGEPs are not a good thing!" Well, I've been saying that for the past four years.

REPORTER: Are you saying that students don't have an original point of view, that they don't bring anything to Senate discussions?

FROST: Oh, no. I wouldn't say that

by any means. But, what I am saying is that they will have to learn that their original points of view will have to be made shortly and succinctly, and very much to the point, and relating to the material in hand. We keep on going round and round in circles. Were you at Senate yesterday? We started at two o'clock and ended at about twenty to seven, and we did one item of business, well, two items of business.

REPORTER: Where do you stand on the issue of universal accessibility?

FROST: If while you make it economically accessible you also make it intellectually difficult, I'm for it. But if you make it intellectually easy for people to get in and also economically accessible to all, meaning great hordes of people flooding in, I'm against it. I would rather see the economic barriers lowered and the intellectual barriers raised.

REPORTER: In an article by Laurier LaPierre, he strongly criticized the Dual Language Committee and its report. He termed it a "rationale for apartheid." How do you react to that?

FROST: Laurier LaPierre is a great phrasemaker, but there isn't often very much behind his phrases in the way of thought. The Dual Language Committee, with which I've worked very closely, is motivated by the recognition that over the last five years Canada has done a very remarkable thing. It has opted to become a bilingual and bicultural, this can only be so if Quebec is also bilingual and bicultural. The survival of French in other provinces is possible only so long as English remains strong and vital in Quebec.

REPORTER: Isn't there some danger, though, by separating the French and English school systems that you will foster the development of a spirit on both sides, that will militate against the development of bilingualism.

FROST: I don't think so. Remember that we're not proposing anything new. All we're proposing is that the present system remain.

REPORTER: But we've done a pretty lousy job so far in teaching languages and understanding and appreciation of French culture in Quebec.

FROST: There's no guarantee that unifying the structure will help. Take, for example, St. Thomas High School out at Beaufort, which is a Catholic High School with an English and French sections. The two have got so divided that the French principal has now withdrawn his students out of the same cafeterias as the English. These are Catholics together under the same roof. Altering administrative structures won't make any difference.

REPORTER: What can English-speaking Quebecers do to help in a situation where the French are so sensitive to an anxiety that the strong English language institutions are going to destroy or threaten to destroy their language and culture? Does McGill have some special responsibilities?

FROST: Yes. I think for example, that we should cooperate with the Université de Montréal in every way we can, and that we should push their programs and be ready to speak for them in places like the Canadian Association of Graduate Schools, the AUCC, and so on. I think that English speaking Quebecers have got a very real responsibility for speaking up for their French colleagues in this kind of situa-

tion, and being as zealous for their growth and development as they are themselves. I would very much like to see much more cooperation between the universities within the province.

REPORTER: I understand that you will soon be giving up the deanship of the faculty. Is this true?

FROST: It's a perfectly simple situation. My present appointment runs out on May 31, and I have said that I shan't seek reappointment, but at this present time when the going is a bit rough, if the Principal and his advisors think that I can still be of service, I'm not going to stand off. But if, on the other hand, they feel that I've served my time, I'll go off on sabbatical leave. In that case, I will spend at least two months in France, and get to the point where I have a real facility in French, and then I'm going to come back and be a real professor again. I don't mind at all which way the ball bounces.

REPORTER: What are some of the things in the realm of the Faculty of Graduate Studies and Research that you are particularly satisfied with?

FROST: Oh, I'm particularly satisfied with the way in which I've reorganized the whole grant situation, and set up a research grants office, and brought a great deal of rationale into that area. I'm particularly satisfied with the way in which, as more money has become available to the Committee on Research, I've been able to build up a system of assisting research within the university. It has been a great satisfaction to me to be able to give personal encouragement and to facilitate the number of very worthwhile schemes that have taken place in my time, and where I've been able to facilitate the growth of these schemes. The role of the Dean of Graduate Studies is to help other people's dreams to come true. Research has doubled in my time.

REPORTER: How do you react to personal attacks in the *Daily* and elsewhere?

FROST: I must admit, I'm a bit surprised. If I had thought about his beforehand, I would have thought that I would be very sensitive. As a matter of fact, it hasn't worried me one little bit. I think largely because the things that are said about me were so completely wide of the mark that I had no uneasiness about them. I feel that the most damage is in the breakdown of good relationships.

REPORTER: I sense that you have become on campus somewhat of a symbol of reactionary views. Does this surprise you, being labelled in this manner?

FROST: I was very surprised to find myself in the role of the arch-Tory, because I've always considered myself to be a real liberal. I like new ideas. But I like to test them out and see if they are good or not. I don't think that everything new is good, and I don't think everything old is bad.

REPORTER: Would you have liked to have seen the university take a stand on this question of student participation in appointments?

FROST: Yes, oh yes, I would have liked to have seen a strong stand taken. I would have, myself, said that there could be no consultation with students while they're occupying rooms. Let them get out of rooms then we'll talk.



L'EXPERIENCE TEVEC

La télévision éducative n'est plus un projet au Québec. Une expérience d'envergure est présentement en cours, l'expérience TEVEC.

Au moment où se développe entre le gouvernement fédéral et le gouvernement québécois un conflit grave au sujet du contrôle et du contenu de la télévision éducative, il nous a semblé intéressant de reproduire ici une série de trois articles parus dans la revue *Technique* au sujet de l'expérience TEVEC.

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PÉDAGOGIE
DEUX PIVOTS:
AUTOMOTIVATION
ET ACTION
DU GROUPE

par Jean Lachance

Le 15 janvier 1968, un téléspectateur de la région du Saguenay-Lac Saint-Jean s'installe devant son appareil pour la première des quarante-huit semaines de cours qui lui vaudront, s'il persévère, un certificat d'études de

9^e année du ministère de l'Éducation.

Au début, le téléspectateur s'étonnera sans doute de voir une émission où son voisin d'en face et l'épicier du coin posent des questions au sous-ministre de la Voirie sur l'état ou la construction des routes dans la région. Dans le concret des émissions télévisées, la pédagogie de TEVEC passe par l'étude du milieu, la sensibilisation aux problèmes concrets du monde d'aujourd'hui et des idées qui le sous-tendent.

C'est dire que la scolarisation à proprement parler n'est pas l'unique objectif de la pédagogie de TEVEC; le projet a aussi pour but l'éducation de la population adulte du Saguenay-Lac Saint-Jean, i.e. l'harmonisation de l'homme avec son milieu socio-économique.

Sans vouloir faire de la sociologie pour aboutir à la pédagogie, la méthode d'enseignement de TEVEC passe par la sociologie. Elle exploite des thèmes socio-économiques basés sur la réalité et les préoccupations quotidiennes locales et régionales.

Le traitement d'un sujet socio-économique débouchera obligatoirement sur des considérations formelles: des problèmes sociaux et économiques qui, à leur tour, aboutiront à des problèmes scolaires.

C'est ainsi que la pédagogie de TEVEC abordera l'étude d'une notion arithmétique, les fractions par exemple, lorsque l'assimilation de cette donnée sera nécessaire ou utile à la compré-

hension, à l'explication d'un thème socio-économique tel que le regroupement des scieries, la professionnalisation des ouvriers forestiers ou le phénomène du crédit à la consommation. La pédagogie de TEVEC omettrait donc telle ou telle notion théorique de français ou d'arithmétique jugée essentielle dans un programme de pédagogie traditionnelle en vue d'un certificat d'études de 9^e année? Pas nécessairement. La méthode empirique choisie pour alimenter les cours à partir des faits socio-économiques de la région dégage un nombre incroyable de données purement scolaires dont on tiendra un compte rigoureux en fonction d'une grille préalable. Cette grille est le résultat du travail d'un comité consultatif pédagogique de quatorze membres, dont des représentants des universités, des commissions scolaires de Montréal et de Québec et du ministère de l'Éducation.

D'autre part, l'adulte auquel TEVEC s'adresse, scolarisé ou non, est bien obligé de procéder de façon empirique dans la vie. Il n'est plus nécessaire de démontrer ici, après Schwartz, qu'il apprend plus facilement de l'effet à la cause que par le procédé inverse.

La pédagogie socio-économique proposée par TEVEC aux adultes de la région du Saguenay-Lac Saint-Jean n'essaie pas de répondre à toutes les questions posées par le développement des thèmes des cours; par contre, elle vise à leur faire prendre l'habitude de trouver eux-mêmes les solutions, de

les inventer au besoin, d'y remettre en cause, de démystifier, de forcer ceux qui détiennent les réponses à les leur donner. Que l'étudiant de TEVEC se débrouille! Qu'il se rende compte de la nécessité de connaître les fractions, les pourcentages pour ne pas s'endetter à tout jamais à force de crédit ou pour comprendre l'importance de la forêt dans le développement économique de sa localité, de sa région. Qu'il demande les réponses à son fils, à sa femme, à son gérant de banque, au maire, au professeur.

En définitive, il n'y a que la démarche personnelle, le geste posé par motivation personnelle qui éduque.

Cette initiative formatrice, l'adulte la prendra avec plus de facilité et de profit à travers un groupe soutenu par l'ensemble de la communauté.

C'est pourquoi la pédagogie de TEVEC passe non seulement par la sociologie mais aussi par le groupe.

L'étudiant adulte ne sera pas laissé à ses seules ressources devant un médium de communication aussi subjectif et impersonnel que la télévision.

Les moyens collatéraux aux cours télévisés comprendront des brochures pédagogiques, des exercices quotidiens, l'accès aux centres de révision (classes du samedi), l'apport de "visiteurs à domicile" ainsi que d'autres processus d'animation sociale, des comités consultatifs locaux et régionaux qui viseront à irradier la pédagogie de TEVEC par l'intermédiaire du groupe.

coming events

27 JANUARY TO 3 FEBRUARY

Send notices, photos, of Coming Events to: J. Macurdy, 392-5306, Information Office, McGill—by Tuesday, 5 p.m., one week in advance.

MONDAY 27

STUDENT ART EXHIBIT: 1st prize, Sherill Mosely; 2nd prize, Bryna Polansky. Rooms 123, 124, Student Union Bldg. 9 a.m. to 6 p.m.

NO EXIT: By Jean Paul Sartre. Sandwich Theatre, Union 3rd Floor. Admission free. 1 p.m.

SCUBA INSTRUCTION: First meeting. Contact instructor Richard Weiss, Dept. of Athletics, 392-4731.

INSTANT THEATRE: "Everything's All Right," by Pat Walsh. The St. Francis Xavier University Theatre, of Antigonish, Nova Scotia. 12:00, 12:40, 1:20 p.m., Place Ville Marie. Students 75¢, others \$1. Reservations, 878-1184.

MASSIVE REACTIONS—NATIONAL LIBERATION: Social Change series, Loyola College, with Prof. D. Porter. Room D-105. 7 p.m.

MCGILL CHAMBER ORCHESTRA CONCERT: Bouchard & Morisset, piano duo. Locatelli—"Concerto Grosso for 4 violins." J. S. Bach—"Concerto for 2 pianos, in C Major," "Concerto for 2 pianos in c minor." 8:30 p.m., Port Royal Theatre, Place des Arts.

TUESDAY 28

INSIDE LOOK AT OPHTHALMOLOGY: Pre-Medical Society lecture by Dr. J. Locke (R.V.H.) 1 p.m., Stewart Biology Bldg., S1/4.

INSTANT THEATRE: "The Recluse," by Paul Foster. Starring Kay Tremblay, Mary Morter. See Monday for Details.

WOMEN ASSOCIATES GENERAL MEETING & TEA: Speaker, Dr. C. P. Leblond, will discuss "Relations between Staff & Students." Faculty Club, 3 p.m.

SGWU GALLERIES: Gallery I—"Legends" by Aba Bayefsky, to February 15. Gallery II—"Prints" by Pat Velk, to February 8. Hall Bldg., Maisonneuve and Bishop St.

FILM FESTIVAL OF HEARTS & FLOWERS: "In the Heat of the Night," (dir. Jewison, USA, 1967) starring Rod Steiger. Academy Awards, best film, best actor. Sponsored by Film Dialogue and Cinematheque. 7 and 9:15 p.m., L-132. \$1 single, \$2.50 series.

BASKETBALL: Bishops at McGill, 8:15 p.m.

MSO CONCERT: Rafael Fruhbeck de Burgos conducting. Reger—"Mozart Variations, Op. 132." De Falla—"El Amor Brujo." Soloist—Norma Lerer, contralto. Wagner—"Die Meistersingers Excerpts." 8:30 p.m., Salle Wilfrid-Pelletier, Place des Arts.

WEDNESDAY 29

MUSEUM OF FINE ARTS: Lecture: "La Mythologie dans l'Art," in French. Members only, 10 a.m. Film: "Rembrandt," 12:40 p.m. Tours: "Rembrandt and His Pupils Exhibit," 7:30 and 8:30 p.m. Information, 842-8091.

INSTANT THEATRE: "I Am Coming From Czechoslovakia," presented by Maruska Stankova. Slides, poetry, skits relating the history of the Czech people. See Monday for details.

FILM FESTIVAL OF HEARTS & FLOWERS: "The Russians Are Coming," (Dir. Jewison, USA, 1966) See Tuesday for details.

NFB FREE SCREENING: "Caroline" (Georges Dufaux, 28 min., b & w), "La Vie Heureuse de Leopold Z" (Gilles Carle, 70 min., b & w). Dorval Cultural Centre, 1401 Lakeshore, Dorval. 8 p.m. 631-3575.

MEMORIAL ASSOC. OF MONTREAL ANNUAL MEETING: Dr. J. D. R. Bayne will discuss, "Is Euthanasia a Personal or a Social Question?" Members and friends are invited to attend. 8 p.m., YWCA, Room 25, 1355 Dorchester W.

HOCKEY: Loyola at McGill, 8 p.m.

YELLOW DOOR COFFEE HOUSE: Dennis Brown, country and blue grass music. 8:30 p.m. to midnight. 3625 Aylmer. To February 1.

BLOW UP: Dir. Antonioni, with Vanessa Redgrave. Loyola College, F. C. Smith Auditorium, 8:30 p.m. Admission 75¢.

THURSDAY 30

DOMAINS AND HYSTERESIS IN FERROMAGNETIC MATERIALS: Physics Dept. film, Loyola College, Drummond Auditorium. 12 noon.

THE AMERICAN DREAM: By Edward Albee. Sandwich Theatre, Union 3rd Floor, 1 p.m. Admission free. To January 31.

INSTANT THEATRE: "This Is It," by Peter Desbarats. New sketches with Guy l'Ecuier, Don Scanlon, Kay Tremblay. See Monday for details.

THE SPY WHO CAME IN FROM THE COLD: With Richard Burton. F. C. Smith Auditorium, Loyola College. 7:30 p.m., 65¢.

SGWU CONSERVATORY OF CINEMATOGRAPHIC ART: "La Chanson du Pavé" and "Un Soir Sur la Plage." 8 p.m., Hall Bldg., Maisonneuve and Bishop St. 50¢.

FRIDAY 31

CHINESE CULTURAL EXHIBITION: McGill Chinese Students Assoc. Paintings, sculpture, calligraphy, music, films, costumes. Union Ballroom, 1 to 9 p.m. Admission 25¢.

THE AMERICAN DREAM: 1 p.m., Sandwich Theatre. See Thursday.

IRENE APPORTIN EXHIBIT—BATIKS: Goethe House, 3418 Drummond. Open Monday thru Friday, 1 p.m. to 6 p.m.

PATIENCE (OR BUNTHORNE'S BRIDE): By Gilbert & Sullivan. Directed by Henry B. Williams. In modern dress. 3 p.m., 9 p.m., Center Theatre Dartmouth College, Hanover, New Hampshire. \$2. Also February 1, 6, 7.

FILM FESTIVAL OF HEARTS & FLOWERS: "Petulia," (Dir. R. Lester, USA, 1968) sponsored by Film Dialogue and Cinematheque. 7 and 9:15 p.m., L-132. \$1 single, \$2.50 series.

SGWU CONSERVATORY OF CINEMATOGRAPHIC ART: "Plus Belle Que Nature," and "La Menace," with Elsa Martinelli. Hall Bldg., Maisonneuve and Bishop St. 8 p.m. 50¢.

HOCKEY: Carleton at McGill, 8 p.m.

BASKETBALL: McGill at Carleton, 8:15 p.m.

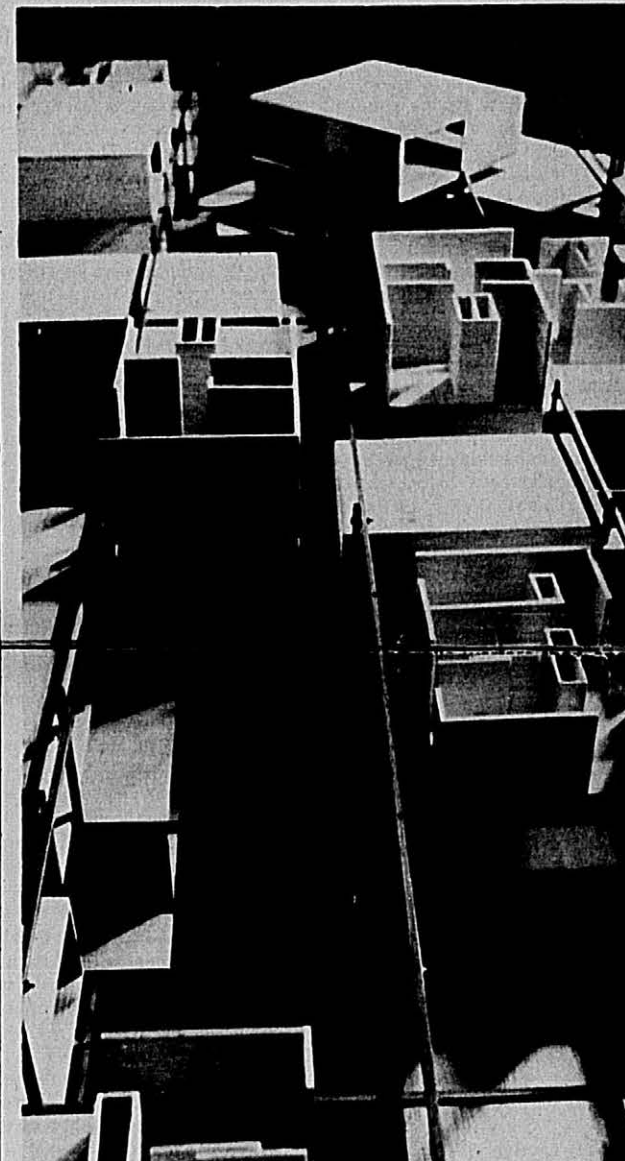
CONCERTS PUBLICS DE RADIO CANADA: Lois Marshall, soprano, 8:30 p.m., Salle Claude Champagne, 200 Bellingham Road, Outremont. Admission free.



Persona: Bergman Studies the faces of a mute actress and her determined young nurse as they conflict and merge. Festival of Hearts and Flowers, Saturday.



Mr. Eckhard Schulze-Fielitz, German architect and researcher, lectures Monday on Urban Systems.



Model of a design for an urban system, by Mr. Schulze-Fielitz. An apartment is shown in plastic.

SATURDAY 1

BASKETBALL: McGill at Ottawa, 2 p.m.

HOCKEY: Ottawa at McGill, 2:30 p.m.

FILM FESTIVAL OF HEARTS & FLOWERS: "Persona," (Dir. Bergman, Sweden, 1967) National Society of Film Critics, Best Film. See Friday for details.

FENCING: McGill at Queen's, 7 p.m.

WRESTLING: McGill, McMaster, Toronto, at Queen's, 7 p.m.

ARMS AND THE MAN: By G. B. Shaw. University of Vermont Players, Arena Theatre, Univ. of Vermont, Burlington, Vermont. 8:30 p.m.

SUNDAY 2

THE INVENTION OF THE ADOLESCENT: Recent NFB film on how attitudes towards youth have changed in the last two centuries. (dir. Patricia Watson, 28 min., b & w) Augustana House, 3483 Peel, 8 p.m. Admission free.

YELLOW DOOR COFFEE HOUSE: Sunday Hootenanny. Performers welcome. 8:30 p.m. to 12 p.m., 3625 Aylmer.

LE JEU DE L'AMOUR ET DU HASARD: By Marivaux. Open to students and educators only. Théâtre du Gesù. Reservations, 866-1964.

UNDERGROUND FILM CENTRE: "David Holzman's Diary," by James McGraw. First prize, Meinheim Film Festival. 2, 4, 6, 8, 10 p.m. The Revue Theatre, Maisonneuve and St. Marc St. 523-2816.

MONDAY 3

ALVIN AILEY AMERICAN DANCE THEATRE: Dartmouth College Concert Series, Spaulding Auditorium, Hanover, New Hampshire. 8:30 p.m. \$3.50.

URBAN SYSTEMS: Lecture by Eckhard Schulze-Fielitz, German architect. "Water and air pollution, traffic jams, landscape destruction and many other problems are indications that the metropolis of the future will require a completely new concept of planning and architecture. This lecture will offer a contribution in this area." L-219. 8:30 p.m.

LANDMARKS—PHOTOGRAPHY EXHIBIT: One-man show by Anthony Graham (Dept. of Anatomy Photographer). Studio 23, 2084 Stanley Street. To February 10.

RADIO MCGILL

DAILY, JANUARY 27 TO 31 (ON CAMPUS)

News: 20 minutes after every hour.

Insound Highlights: 12 to 2 p.m.—Light listening music. 4 to 6 p.m.—Mixed bag (folk, rock, jazz).

Sports: Friday, January 31, 7:55 p.m., Carleton at McGill.

SATURDAY, FEBRUARY 1

Saturday Night Bash: 9 p.m. to 1 a.m. Host Jim Barbour plays the latest from the record industry.

SUNDAY, FEBRUARY 2, 10 P.M. TO MIDNIGHT (ON CFQR-FM, 92.5 MEGACYCLES)

Radio McGill returns with a fast-paced two-hour program of feature news, interviews, discussions, pithy comments, snide remarks, rock, folk and jazz. Special feature: Bruce and Pierrette Mather, pianists, performing works by Mather, Boulez, Heard.

EDITOR: HARRY E. THOMAS

ASSOCIATE EDITOR: JEAN-LOUIS ROY, FRENCH CANADA STUDIES PROGRAMME

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